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Vol. XXVIII. No. 1

September, 1947

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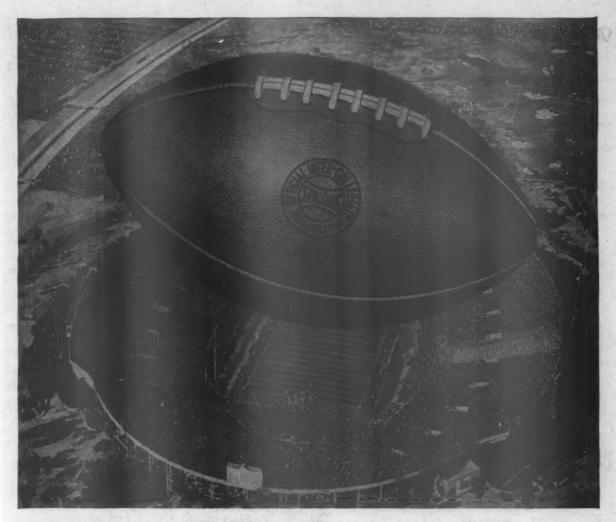
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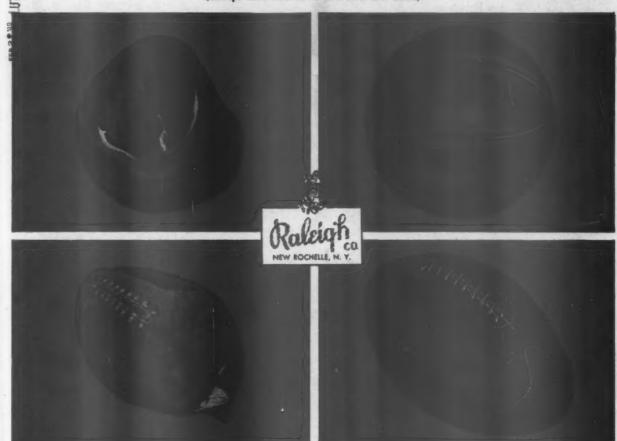
FRONT COVER ILLUSTRATION

Fullback, Al Nordmark, 15 yards from the line of scrimmage and still going as Colgate defeated Kings Point by a score of 47 to 7 at Hamilton, New York, last October.

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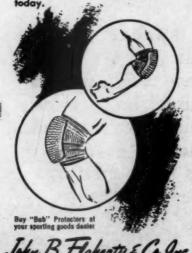


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THE BEST TEAMS ARE BEST EQUIPPED!

S RUMORED in this column last April, Harry Combes of Champaign, Illinois, High School was appointed basketball coach at the University of Illinois, succeeding Doug Mills who will devote all his time to the director's duties. Mills handled the hardwood candidates for eleven years and compiled a record of 151 victories against 66 defeats. Combes' Champaign High School teams won 236 games while losing only 37. Six times his teams were in the state finals, winning in 1946. . . . St. Louis high schools had some changes this year. Arnold Von Lehsten was transferred from Soldan High School to Central, and Woodrow Hatfield, former Missouri football, basketball, and track star, was appointed to the Soldan position. . . . Harold Jester, assistant basketball coach and head track coach, was named to the head basketball spot at Champaign. . . . Bob Pritchard goes from Kingston, Pennsylvania, High School to Worcester Polytechnic Institute replacing Paul Stagg. Prior to the war Pritchard was line coach at Worcester and peculiarly enough before then spent four years as line coach under Amos Alonzo Stagg, Jr., at Susquehanna. . . . Students majoring in physical education have been putting their classroom theories to practice by working with Veterans Administration hospitals. Arrangements have been made with universities and colleges in New York, Tennessee, Alabama, South Carolina, and Florida.

OUR list of high school coaches going to college ranks is off to good start for this year. second such is R. M. Stoneburner, who coached at Buffalo Center, Iowa, Opp, Alabama, Gastonia, North Carolina, high schools and last year assisted at Melcher, Iowa, while doing graduate work at Drake, goes to Rio Grande College as coach and director of athletics. . . . During the summer A. G. Spalding & Brothers commenced construction on a new \$2,000,-000 plant at Willimansett, Massachusetts. A section of the new plant will be devoted to the famed Spalding research laboratory with its high-speed photography. . . . Jim Smith was named to succeed the late Nick Bawlf as soccer. coach at Cornell. . . . John Needy, Jr. who has been doing graduate work at Columbia was recently signed as assistant

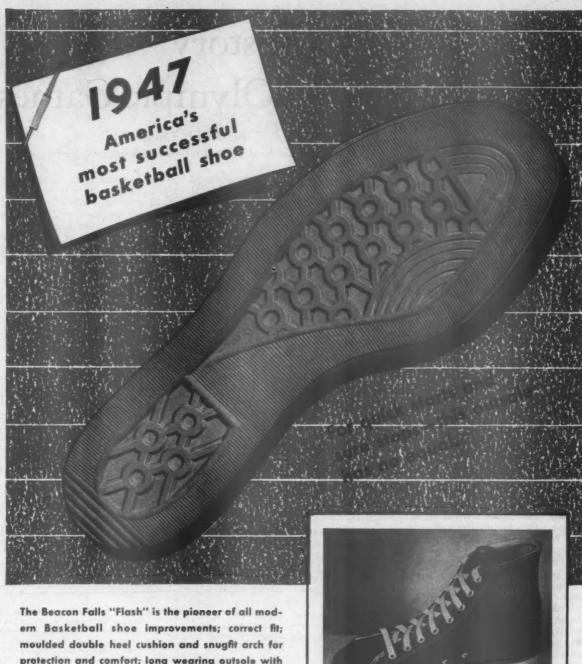
to Max Ziel at State Teachers College, Oswego, New York.

JACK GUY leaves Ohio Northern University to become head basketball coach at Bucknell. . . . Carl Heldt is another high schooler to add to the list. He goes from La Porte, Indiana, High School to become freshman coach at the University of Oregon. His place is being taken by John Janzarick, one of Bo's "Pore Little Boys" in 1938 and 1939. . . . Otto Rittler has retired after thirty-two years at Alameda, California, High School to accept the position of superintendent of recreation for the city of Alameda.... Henry Sudgeon reverses the procedure by leaving his position as assistant football coach and head basketball and track coach at Upper Iowa University to join the staff of Evanston, Illinois, High School. . Carlsbad, New Mexico, High School did pretty well last year, winning three major state championships in football, basketball, and track. Can any other school boast of a better record?

. .

THE list of new college coaches gets longer. Fred Raizk goes from Classen High School, Oklahoma City to his alma mater, Wilmington College, as head foot-ball coach and assistant athletic director. Raizk played on the 1932 team which was the last at Wilmington until the sport was revived last year. Since his graduation he has coached at Clarksville, Ohio, Tecumseh, Michigan and Classen, At Classen in eight years his teams won four championships and two were runners-up. . . Kenneth Epperson, an Illinois (Macomb) State Teachers College graduate, has been named assistant to Al Lee, former Notre Dame athlete, at Greenfield, Illinois. . . . The Michigan High School Athletic Association has tackled the all-star game problem. Their rule will make a school subject to probation or suspension that employs any administrator who helped with an all-star promotion, in management, coaching or officiating. . . . Arthur J. Bergstrom, who coached Libertyville, Illinois, Township High School to twenty-four consecutive wins in football goes to Decatur, Illinois. . . . Indiana State Teachers College is further preparing its graduates for coaching positions by offering a course in the purchase, care and repair of athletic

(Continued on page 77)



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#### EX-COACH REPORTS

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# The History of the Olympic Games

By Dean B. Cromwell

Track and Field Coach, University of Southern California

HE revival of modern Olympianism in 1948 with the holding of the XII Olympic Games in London is a great stimulus to international competitive athletics and provides pause for recalling Olympic history from the days of ancient Greece.

The 1948 games will be the most outstanding in history from the standpoint of record achievements, but it is the tradition or the years—the background of classic centuries—which makes of the Olympic games an imposing and thrilling spectagle.

The modern Olympic games are passing their half-century milestone with the holding of the event in London next year. The first modern games, conceived by Baron Pierre de Coubertin of France, were held in Athens in 1896. Although they were not the complete and spontaneous success of more recent Olympic games, this initial attempt at international athletics gained sufficient success to be continued on a quadrennial basis ever since, excepting when war interfered in 1916, 1940, and 1944.

Baron de Coubertin, the father of the games, based his dream on the Olympic festivals of the ancient Greeks, which were originated in 776 B.C. and continued without interruption until 392 A.D.—a continuous span of close to twelve centuries.

The Olympic games of olden times were distinctly religious, a festival linked completely to Grecian worship of their deities. Originally the games were simple in presentation and content—the competition being limited to running and the throwing of the discus.

As the years passed such events as jumping, wrestling, pugilism and chariot racing became a part of the quadrennial program. So important were the Olympic games to the life of Greece that the prime measurement of a span of time became the Olympiad rather than the year or annum.

Even with the conquest of the Greeks in 146 B.C. by the Romans the Olympic Games were continued, although the overenthusiasm of the latter nation for this festival led to charges of professionalism and other discords. This growing lack of harmony ultimately led to their abolition in 392 A.D.

It was the complexion of amateurism

as typified by the original games of Greece which impressed Baron de Coubertin. The Olympic champion was hailed throughout all Greece; he was wined and dined, and was given the freedom of his city, and exempted from taxation until the end of his days; but his only prize was a branch from a palm tree and a wreath of leaves from a sacred olive grove.

This same spirit of amateurism has been maintained in the half-century history of the modern Olympiads, and was particularly pronounced in the original games of 1896 at Athens, held in the Grecian capital city in token of the ancient festicals.

The simple program of the games of '96 consisted solely of a brief schedule of track and field events. An American team, organized on the spur of the moment by a group of college athletes from the northern Atlantic seaboard, crossed the sea on a financial shoestring. They competed in events in which they had had no prior competitive experience, and, with but one exception, they won every event in which they competed.

These first games of the modern era were awarded to Athens, the home of the ancient Olympics, and the idea of awarding the event to a city rather than to a nation has been maintained. In 1900 the games were held in Paris, in 1904 in St. Louis, in 1906 in Athens (as a tenth

(Continued on page 75)

DEAN B. CROMWELL, due for retirement following the track and field season of 1948, became a member of the athletic staff at the University of California in September, 1908. He was an all-around athlete at the turn of the century at Occidental College. At Southern California he first coached football as well as track, but has specialized in the cinder sport since 1919. His track teams have won twelve National Collegiate Athletic Association titles and have been runners-up four t mes in a total of eighteen participa-tions. Likewise his teams won nine I.C.4-A, championships prior to Southern California's resignation from that organization in 1939. His athletes have always been prominent in the Olympic scene, Cromwell having coached at least one individual champion in every Olympic Games since 1912. He is being prominently mentioned as the likely head coach of the United States Olympic team of 1948.



RAY MORRISON

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# The Double Wing

By Andy Kerr Football Coach, Lebanon Valley College

ANDY KERR, known the country over for his outstanding teams dur-ing his eighteen years at Colgate and his ten years as coach of the all-East team in the East-West Shrine game, began his coaching career in Pennsylvania high schools, coaching first at

Johnstown and later at Central High in Pittsburgh. Before going to Colgate he coached at the University of Pittsburgh, Stanford, and Washington and Jefferson. As an authority on the double wing we present him to our readers.

Glen Treichler, Red Raider halfback, dodging behind the line of scrimmage in the Cornell-Colgate game at Ithaca, last

HE double-wing formation is a development of the single wing. In the double wing as we have used it, the line is always unbalanced. The formation was devised and perfected by Glenn R. (Pop) Warner, who, in my opinion, is the greatest constructive genius in American football. While using the single-wing attack, "Pop" observed that the defenses of opponents were overshifted to stop plays directed at the long side of the formation. This overshifting of the defenses made teams vulnerable to attack to the short side. Out of the effort to develop power to the short side, the double wing was conceived.

"Pop" Warner realized that, if he could place a wing-back on the short side to flank the tackle, he could run strong plays, both inside and outside of end to the short

side. In the early days of the double wing, the team lined up in single-wing formation. In short-side plays, just before the ball was snapped, the tail-back shifted to the wing-back spot on the short side. Warner used this combination of single and double wing until the Stanford-Notre Dame game in the Rose Bowl, New Year's Day, 1925. In that contest, and during the rest of his coaching career, he used the double wing or some modification

of it exclusively.

The original double-wing formation is the close formation called the "A" formation. In this formation the line is tight, and the formation is compact. The basic play of the double wing is the reverse play, with the fullback giving the ball to either wing-back. From the reverse plays as bases, spin plays or fake reverse plays are used. In such plays the fullback keeps the ball and, after spinning and faking to one of the wings, can attack any opening in the defense. The "A" formation is essentially a power formation and is especially effective with a strong fullback. In fact, several of my fullbacks have been named all-Americans for their play in this formation. The "A" formation stresses power and deception. The forward-passing attack from this formation is very deceptive and features reverse passes and spin passes which carry the threat of a running play. With a good passing fullback the passing game from this formation

In addition to forward passing the "A" formation lends itself to lateral passing. From this formation we have developed one of the finest lateral-passing attacks in modern football. The use of lateral passes has given us deception and strength around the ends. This formation stresses multiple ball-handling and our triple passes are considered some of our most deceptive plays. A modification of the triple pass is made by having the fullback fake to one of the wings and give it to the other. There is a great deal of deception in this maneuver. The "A" formation possesses as much straight-ahead bucking strength as the single wing, because the fullback is in relatively the same position.

THE ATHLETIC JOURNAL

DIAG. I DIAG. 9 DIAG. 16 600000 DIAG. 2 DIAG. 10 DIAG. 17 ठ्डे०ठे०ठें X DIAG. 3 DIAG. II DIAG. 18 X 00000 DIAG. 4 DIAG. 12 DIAG. 19 X ၁၈၀၀၀၀ 0 DIAG. 5 DIAG. 13 DIAG. 20 +X × 0000 DIAG. 6 DIAG. 14 DIAG. 21 X 0 DIAG. 7 DIAG. 15 DIAG. 22 Diagram 6 shows straight blocking; Diagrams 7 and 8 trap-blocking on the right tackle, and Diagram 9 illustrates right tackle, and Diagram 9 integrates cross-blocking.
Diagram 10 is a triple pass.
In Diagram 11 and 12 the left half is in motion. Diagram 12 is an end-around play. The fullback gives the ball to the inside tackle, who makes a leasest to the left and DIAG. 8 DIAG. 23 lateral to the left end.

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The "A" formation is a power formation, and from it sustained marches can be made and many first downs assured. One of the great advantages of this type of offense is that it enables the offensive team to keep possession of the ball. This is very important strategy in these days of high-scoring offenses. Usually the opposing team does not score when a team has possession of the ball.

The next development in the double wing was the "B" formation. In this formation, all of the men are in the identical positions of the "A" formation except the triple-threat back. This player was moved back to a position about five yards behind the center. This puts him in an ideal position for passing and quick-kicking. From this formation all of the plays of the "A" formation can be used, plus the power plays of the single wing, with the triple-threat back carrying the ball.

In order to improve the forward passing from this "B" formation, the left end was widened in order to put him in position to get down field on passes. A further development is the "C" formation which we used at Colgate last season. In this set-up both ends are widened and in some cases the wing-backs are also widened. This may be done until the formation becomes a spread formation. This widening process permits both ends and both wings to get down field readily on passes.

In my opinion, this "C" formation is the best passing formation in football. It enables four men to go down field quickly on all passes. For the defense, it presents the problem of covering passes against a single wing right and left at the same time. In my own experience, I have spent many hours trying to work out a satisfactory defense for passes from the double wing.

In the double-wing formations we have made full use of flankers and men in motion. In fact with a flanker the formation becomes a triple wing. This formation was successfully exploited by Tuss Mc-Laughry some years ago at Brown University. The use of flankers and men in motion adds to the deception and passing efficiency of the formation. More college teams in Texas use the double wing, or some modification of it, than in any other section of the country. A number of these teams use the formation with a balanced line. Many coaches who do not use the double wing as their basic formation, realizing its strength as a passing formation, use it in passing situations. Some of the professional teams follow this procedure.

The efficiency of any formation in football depends upon the man power using it. I firmly believe that, with a strong fullback, who is a clever ball-handler, and with a first class passer, I can do more things better from the double-wing formation than from any other formation. While the double wing puts great emphasis upon multiple ball-handling, deception, fakes, and split-second timing, it is no more difficult to coach than any other formation. The possibilities from the double wing are unlimited and I believe have not yet been fully explored.

The double-wing formations as we have used them are played with an unbalanced line. The linemen from left to right are: left end, left guard, center, right guard, inside tackle, outside tackle, and right end. The backs are designated as right wing, left wing, fullback and quarterback, usually called the blocking back, who plays the front position in the tandem. In the "A" or close formation, the fullback is three and one-half to four yards directly behind the right guard. quarterback is about one vard, and is stationed between the tackles. The wing backs are back one yard and usually one vard outside of the defensive tackle. The left wing is ordinarily a triple-threat back.

In the "B" and "C" formations, the linemen occupy the same positions as in the "A", except for splits by one or both ends. When the ends are split, the wingbacks are stationed in the gaps. The left wing is shifted to the tail-back position and the quarterback becomes the left wing. The tail-back is about five yards back, and the fullback is three yards back.

From the double wing we have used three distinct cycles of plays. In the cycle in the accompanying diagrams, from

(Continued on page 74)

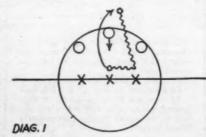
# Soccer, the Fundamental Skills, the Offense

By A. W. Marsh
Amherst College, Amherst, Mass.

F ALL games played by American boys, soccer is probably the most difficult to play well. This is due to the fact that, except for the goal keeper, the hands are not used and most American boys, when young, have learned games where the use of the hands is most prominent. Therefore, the skills in soccer which involve almost entirely the use of the feet, body and head are very difficult to master unless started early in life. If the game is first played by men at the time of entering college, only those with natural co-ordination really learn the skills. Much progress can be made, however, with these skills and the fundamental features of the game if there is a concentrated period, devoted to the techniques, at the start of each practice for at least two weeks. During the following days, the games should be stopped, and mistakes corrected as they occur in the natural progress of the

game. Much has been learned about the teaching of these skills to beginners during this last war as soccer has been taught to thousands in both the Army and Navy. As a result of this fundamental teaching, soccer is now a regular and popular part of the athletic program in both branches of the service.

The important fundamental skills which all players should try to learn are kicking,



A. W. MARSH, has been director of physical education for ten years and coach of soccer for twenty-six at Amherst College. As civilian consultant in athletics in the United States Army in 1945, he helped establish the army athletic schools at Lexington, Virginia; Honolulu; Manila; headed the 8th Army school at Yokohama and prepared the athletic manual for soccer for the United States Army. He has been a member of the National Collegiate Association Soccer Rules Committee for ten years.

dribbling, passing, trapping, heading, and tackling. These will be described briefly. The illustrations will indicate better than words the proper form. These pictures are copied from one of the best small manuals on soccer ever published—The Football Association by Evans Brothers Limited, London, W. C. 1. This English

SOCCER **OFFENSE FUNDAMENTALS** 

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KICKING (1 and 2)

(1 and 2)

IN shooting, step close to the ball.

Keep the weight on the standing leg, shifting from heel to toe with the kick. Keep the knee of the kicking leg bent, the toe down. Hit with the top of the foot and follow through low.

DRIBBLING

(3 and 4)

"COAX" the ball along
by tapping with the inside or
outside of the foot with the ankles loose.

Keep the body forward over the ball and learn
to tap by feeling, keeping one eye on the field.



PUSH with the inside or outside of the foot to the empty space ahead of the receiver. Prac-tice passing with either foot to develop deception.

#### TRAPPING (6 and 7)

GROUND Ball. Stop with the inside of the foot, leg loose. This keeps the ball in position for a dribble or pass.

Air Ball. Chest or waist high: Just before the ball reaches the body, pull in the chest or ab-domen to catch the ball and deflect it to the feet.

## **HEADING**

(8)

KEEP the eyes on the ball to the point of contact with forehead almost on the eyebrows. Brace the feet and body. Stiffen the neck muscles and go to meet the ball. (Picture from Smelzer R. P. I.)



**TACKLING** 

K EEP the balance on both feet and watch the op-ponent with the ball. Let him indicate his intention then move as indicated. If a player is dribbling toward you well out in the field, retire slowly, shortening the distance between. Then close quickly if control of the ball is lost or intention indicated. Brace the intercepting leg.



(3)



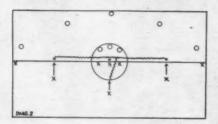


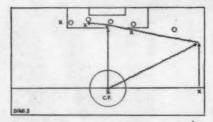
7

booklet is apparently out of print, but, in the interests of soccer, the illustrations are being used.

#### Offense

XIn offensive play as in any other game, possession of the ball is most important and, except for a shot at goal, no pass or kick should be made except to a team, member who is in position to receive it. This involves not only the passer, who should be ready to pass in any direction, but all other men should be alert to place themselves in the open where they can receive a pass. The offense is started by a kick-off, either the center to inside and return to center, as shown in Diagram 1, or the center to inside, to right, left or center halfback, as shown in Diagram 2. As soon as the ball is put in play, the advance to the opponents' goal may be made by means of long or short passes, depending on the individual abilities of the members of the offensive team and the





positions assumed by the defense. The long-passing attack, including the swinging of the ball diagonally across the field, has the advantage of a possible quick score by means of crossing up the defense which may have formed to meet the supposed attack down one wing. This attack should be started before mid-field, or at least, at mid-field before the defense has formed. It may take three fundamental forms:

1. The long swing from the centerforward diagonally forward to either wing who holds it only long enough to draw out one defender, then swings it diagonally back across the field to the opposite inside or wing who takes the shot (Diagram 3). This involves very strong, accurate kicking and clever heading or trapping by the receiver.

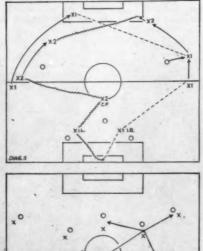
2. The ball is taken by either wing at mid-field, advanced only far enough to draw out a defense man, then swung diagonally forward to the center-forward

who has advanced well forward and tries to beat the defense to the ball and the shot (Diagram 4). This requires a fast and very clever center-forward as well as strong, accurate kicking by the wings.

3. The long-pass attack, however, has the greatest advantage, if started well down the field in the defensive area either as a result of a corner kick, or shot which has been intercepted by the goalie or one of the backs. In this case the defense is drawn well forward, and the ball can be placed behind the defense so that clearing is more difficult. The ball may be given to either inside-forward, who passes to the center-forward, who passes to either wing and the play proceeds as shown in Diagram 3, or it may be passed directly to the wing and the play continues as shown in Diagram 4. This depends on how the defense covers (Diagram 5).

Under the long-passing attack there is greater danger of losing possession of the ball for, as the ball must be passed in part through the air, it will be easier for the defense to intercept it unless it is strongly and carefully placed. If the men are not too experienced in handling the ball, this plan of attack requires fewer passes and fewer men taking part in the play, and the chances for error, therefore, are reduced. It is a valuable attack for days when there is a strong wind or wet field for it keeps the ball in the opponents' territory where it is possible to capitalize on their mistakes.

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The short-passing game advances the ball by means of passes on the ground of usually not more than fifteen yards. It means careful control of the ball until there is an opening for a shot at the goal. All good teams should practice, and be able to play, this type of game for it is good against the wind and means safer play when a team has the lead.

The general formation, starting near mid-field or in the defensive half, involves keeping the center-and wing-forwards well up and the two insides lagging about five to fifteen yards behind, depending on the position of the ball on the field. This is a natural position for the insides as they must do some defensive work by checking the opposite insides in mid-field. The halfbacks should advance fifteen to twenty yards behind the insides with the half, nearest the vicinity of the ball, playing closer and the other two slightly back (Diagram 6).

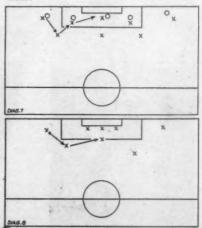
When formed in this way, it is clear that there will always be two, three, or four players of the same side ready to receive a pass diagonally forward or backward from the man with the ball (Diagram 6). This assures speed in passing and control of the ball and is confusing for the defense as the ball may be moved quickly until one of the defense is pulled out of position, and the ball can be passed to the unprotected man who can make the shot (Diagram 7).

With this form of attack, also, the center-half is roving but plays well up when the ball is in the center of the field and may be used very effectively for a shot from the center of the penalty-area line (Diagram 8).

This brief description of offensive play in soccer is very inadequate, but it is impossible in any one article to cover many of the rapidly changing situations which occur during the game and determine the play at that moment.

The second article will take up defensive play.

The article, illustrated with diagrams and pictures, will appear in the October issue.



# Synchronizing the T

By Harold Swanson

Football Coach, Manchester College

NE of the frequent causes of the T breakdown is the lack of timing, and often that timing failure causes coaches to scuttle the formation. When one remembers that the T's timing is not a matter of hocus-pocus but rather a mechanical maneuver, the problem resolves itself into analyzing its component parts. The mechanical precision of a successful T machine consists of assigning specific men certain steps, maneuvers, and dramatic fakes to perform. Even the "acting" in a well-executed fake becomes a mechanical routine with practice.

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This problem of timing is primarily one of co-ordinating the integral cogs of blocking, faking, and ball-handling. To the degree that this co-ordination is effected, the T is transformed from an amateurish attempt at a "too-complicated formation" to a smooth, well-oiled machine. The purpose of this presentation is to center the attention on a few mechanical details which may pay dividends in the production of a smoothly operating T.

We always attempt to set up as favorable blocking angles as possible to facilitate the execution of shoulder and crossbody blocks. In order to do this, we first proceed on the assumption that the T's strength is up the midde, that is, between tackles. The old adage that a baseball team is no stronger than its catcherpitcher-keystone-centerfield line is equally true in our T. The center must be my best blocker for he is assigned to the key Next to the center, the line-backer. guards must be the most agile blockers on the line. The quarterback, it goes without saying, is the heart of the system, while the fullback must be able to quickkick, throw long passes, run, and make a resounding block on the defensive end, That's our "down-the-middle core."

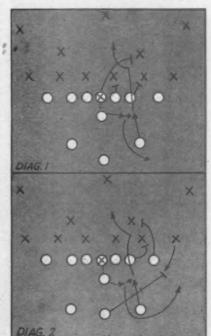
You may well ask what this has to do with blocking angles. Simply this. When the play runs inside our tackle (the strength of the T) we use the center to block the strong-side line-backer, the side to which the play goes being the strong side. I realize that most coaches use the tackle or end to block the line-backer on that side, but my assertion is that the center has, by far, the most favorable position (See Diagram 1).

First, the center passes the ball to initiate the play and should have the quickest jump on the ball. Second, there is the structure and function of the 6-2-2-1 defense to consider. That defense is based on the assumption that the linemen on defense will angle only slightly (in contrast

to the crashing ends of the 5-3-2-1 defense) and, therefore, the line-backers must protect to the inside. In other words, our halfback on a hand-off from the quarterback is drawing the key defensive man into the path of the key blocker, the center.

Furthermore, the halfback makes the block more convenient by spinning to the inside as he crosses the scrimmage line. With this bit of co-ordination, we have combined two fundamentals, a preferred cross-body block by the center, plus a % spin to the inside by the halfback. The center may use a shoulder block if necessary. Above all, he must make contact with the line-backer some way, somehow.

We depend upon the faking of our backs to set up further blocking situations for our linemen, however. Faking requires a fine touch of Barrymore and if the halfback is a "ham" actor, the T ensemble has the same flavor. For example, on a fake hand-off the halfback must fake receiving the ball and execute a genuine, touchdownbound (although pigskinless) spin in order to spellbind the line-backer and tackle. In the meantime, the spotlight is on the quarterback who has retained the ball and there will be no plaudits if the tackle or line-backer is not deceived by the halfback's fake, for that tackle or line-backer is the potential scene stealer. The possi-



I AROLD SWANSON, head of the department of physical education and football coach at Manchester College was introduced to the T formation when playing under Dutch Sternaman at North Park College. Before taking up his duties at Manchester College, he coached in Illinois and Wyoming high schools and at North Park College.

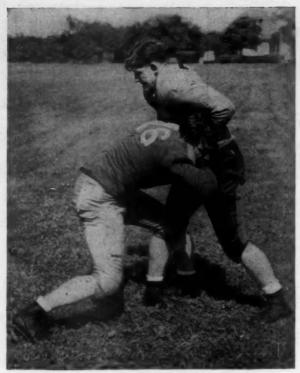
bilities for building an outside threat to supplement the inside hand-off are greatly increased when those defensive men are kept honest by good fakes (Diagram 2).

Blocking and ball-handling are wellestablished T principles, but we find it imperative to emphasize and re-emphasize the importance of faking. This is especially true of the backs. We try to convince them that a fake and a block are merely two different means of achieving the same end-taking a man out of the play. There is not an iota of difference between the two as to importance. In fact, faking requires a finesse and a dramatic style that qualifies it as a fundamental technique in its own right. Players must be "sold" on faking as they often fail to see the direct relationship of a fake to the successful play that a well-placed block portrays. In our T, faking is a football fundamental and not a football

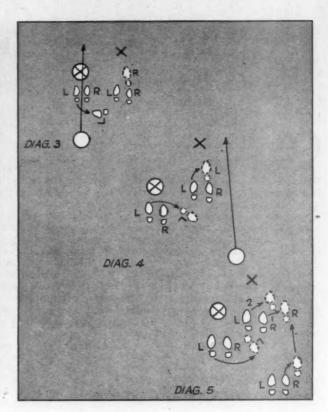
What faking and ball-handling are to the backs, the shoulder block is to the linemen. Because it is the key maneuver, it justifies the expenditure of hours of application for development of technique and timing.

We begin by using a 3-point stance with the right toe even with the left instep (in the case of a right dominant lineman) and use a slight pressure on the right hand on the ground. From this position, we use a drill in which we encourage a shoulder lead by setting up a dummy and requiring the blocker to make shoulder contact without moving the feet from the original stance. This gives us the back angle and shoulder drive we want because we have isolated two elements of the block for analysis by halting the player at that point in his block. We give firm support to the dummy so that it remains stationary and adjust the dummy if a proper angle has not been achieved. A 45-degree angle of the back is our goal here for, according to our colleagues in the physics department, that angle gives optimum strength and mobility. This dovetails into the T very nicely as the lateral screen with which we complete our block is executed very well from that angle.

To fortify further the strength which must be utilized to catch a hard-charging, head-on defensive lineman, we like to have the rear foot at time of contact in a favorable position. If the plane of the back were to be extended to the ground it would touch the point at which the rear







foot is braced (Illustration 1). Live bait is desirable in setting up drills for this and for such maneuvers as head fakes and dips. The defensive man should use his hands to apply pressure in various angles on the blocker in these drills to test the strength and mobility of the blocker.

The footwork of the shoulder block depends upon the maneuvers of the backs. For the quick-opener (the half or full makes no fake) we use the one-step block in which contact is made on the first step as shown in Illustration 1. Against a defensive man playing head-on, the step is taken into the middle of the defensive man's body or charge on the hole side of the man. When there is a faking back, the lineman uses a two-step block in which the first step is a 45-degree angle position step followed immediately by the second, or contact, step. For a right guard, that position step will be taken to his own right at the 45-degree angle. In either block, once contact is established, the movement is upward and the block ends in a screen, back to the hole where the play goes.

I might add that the line has opportunity for augmenting the dramatic tactics of the backs with a repertoire all its own. It consists of a poker face, eyes upfield prior to the snap of the ball. It is conducive to a desired attitude of poise and confidence which should pervade the atmosphere of a polished T machine. If and when the defensive man begins his verbal "ribbing," we want an aloof silence

to be the only response. We may let that defensive man have the last or only word, but we dare not lose a blocking assignment due to frustration. At the snap, the eyes are quickly shifted to the target and contact is made with head up.

Our ball-handling quarterback's footwork is confined to three pivots—the halfreverse, the half-forward, and the quarterreverse. The foot toward the side to which the pivot is to go is placed slightly to the rear as the quarter takes his stance. The elbows are held close to the body on fakes and feeds, and the quarterback, being the magician of the squad, is responsible for the proper placing of the ball in the hands of the backs whose eyes are up field.

Having thus arrived at the faking, blocking and ball-handling core of the T, what specific correlations can be made between the three to fashion them into a deluxe T?

We use three types of ball-handling, faking, and blocking combinations. These are represented by first, a quick smash by the fullback over center (Diagram 3); second, a quick-opener by the halfback between guard and tackle (Diagram 4) and third, a regular hand-off to a halfback who uses a shoulder fake before receiving the hand-off (Diagram 5).

For the fullback smash, the quarter-back uses a quick quarter-reverse pivot on his rear (right) foot as in Diagram 3. The fullback uses a quick, partial head-fake and drives off the right foot which is

slightly to the rear as it is with linemen. The right guard, whose man is playing head-on in a six-man line, uses the one-step block, making contact as his right foot is directed into the center of the defensive man's path. His head is to the inside of his man—the spot to which the fullback's drive is headed.

On a quick opener by the halfback, the pivot must bring the quarterback 180 degrees from his original position in the quickest mode possible. This necessitates a half-forward pivot which places the quarterback's back toward the line of scrimmage. In Diagram 4 where the right half is being fed, the pivot is made on the toes of the right foot. The right half, on this quick-opener, makes no fake but explodes with all the speed in his power toward the hole. The right guard must also explode, stepping into his man with the left foot and making contact.

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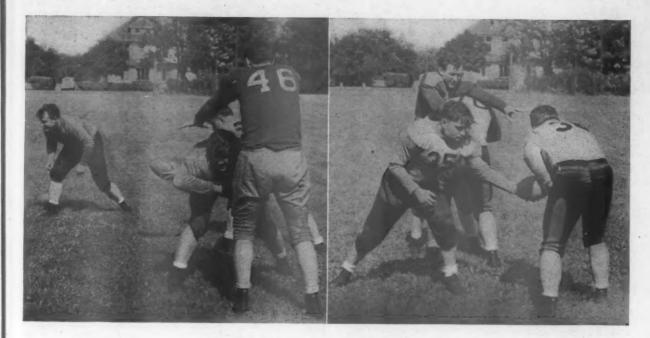
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Now we come to the regular hand-off. The quarterback must time his pivot to correlate with a shoulder-faking halfback, as well as to place himself in position for a fake hand-off. Consequently, he executes a half-reverse pivot while the right halfback takes a 45-degree angle step in direction of his own right end and uses a head and shoulder fake toward the side line. The drive is off the right foot and toward the hole. Here the right guard must use the aforementioned two-step block, stepping with a 45-degree angle on the right foot (Illustration 2) to coincide with the half's angle step, followed by the



#### **ILLUSTRATION 2.**

second, or contact, step (Illustration 3). We have stressed the blocking of the guard as he is a vital cog in the T offense against a six-man line and he also has the toughest assignment, moving a head-on man either direction. The tackle has a more favorable angle on inside plays and will handle a slider with a one-step block and a penetrating man with a reverse shoulder block.

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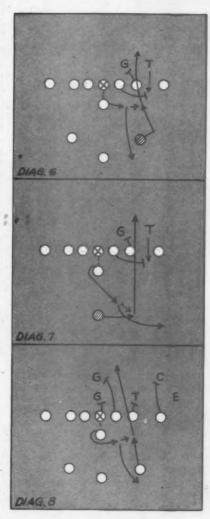
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There are also occasions when we use co-ordination between linemen. When the defensive guard cannot be handled by our guard, due to a position on the outside shoulder of the latter, we resort to a cross-body block by guard and tackle to handle such a situation (Diagram 6).

We use this only on a regular hand-off after a shoulder-leg fake by the halfback as there is not time on the quick-opener. The tackle steps with a right cross-over step directly at the defensive left guard's body and attempts to make contact on the second step (left foot) with a reverse shoulder block (head between defensive man and line of scrimmage). The guard turns and leads with his right foot in a direction immediately to the rear of the departing tackle's original stance. From here the position of contact will depend upon the position, and penetration, of the defensive tackle.

The same cross-block is an integral factor in the success of a fullback box play that we use (Diagram 7). The fullback uses a cross-over step with the left foot directly toward the side lines followed by a step by the right foot in the same direction. A quick, square box is then effected by the fullback's turn on his right foot and subsequent drive into the line.



#### ILLUSTRATION 3.

There must be emphatic shoulder and hip action. This will give sufficient time to the guard to pull, drive, and gain an extremely favorable position on the tackle who may be occupied with the fullback's motions. The defensive guard is also lured into the general direction of the tackle. The feed by the quarterback is made at the corner of the fullback's box after a reverse pivot.

Finally, it is essential that linemen approach the problems created by a changing defense in an intelligent manner. This might be called the "logical approach" to blocking assignments. We teach specific assignments against specific defenses but also try to prepare linemen to see the logic of their blocks. It helps clinch the idea in mind.

For example, the defense shifts from a 6–2–2–1 to a 5–3–2–1 set-up. (Diagram 8.) Our sight end, against the former defensive set-up, blocked the left defensive halfback, a man who protects to the outside. In the 5–3–2–1 set-up, the outside line-backer assumes outside responsibility and, therefore, the end must block him. Our tackle's responsibility remains unchanged. The right guard's man has merely left his normal locale and we assume he takes the middle line-backer position. The center has a man playing head-on and has no alternative as to assignment.

These techniques are slanted toward implementing the attack from tackle to tackle, the offensive core. When the complete blueprint of the play is impressed upon lineman and back alike, the close relationship of each cog with the other is recognized.

# Trends in Defense Against the T

By George S. Svendsen

Assistant Football Coach, University of Minnesota

D URING the past season, we have seen many types of defense used against the T. Some were used for the first time, and others were new variations of old defensive alignments.

The use of slanting lineman with a coordinated adjustment by line-backers also "hit a new high" in popularity. Most defenses gave one-way responsibility to linemen, especially ends.

In the accompanying diagrams, I am going to attempt to illustrate a few of the defenses used and some of the variations that accompanied them.

The four-man line came of age last year

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and will undoubtedly become more popular than ever in 1947. A few of the many variations of this, as it was used last season, are shown in Diagrams 1, 2, 3 and 4.

Since most T teams used a split, we will line up against a split tackle and split end. The defensive guards line up headon on the offensive guards. The defensive tackles line up head-on or shading the outside shoulder of the offensive ends, depending on the split. The center and full-back line up in the gap between the defensive guards and tackles about two yards off the line of scrimmage. The ends line up shading the outside of the defensive tackles about three and one-half to four yards from the line of scrimmage. The halfbacks and the safety man play normal positions.

This is the basic four-man line formation. However, most 4's use a system of variations which are called by signal. If the 4 were played straight, it soon would be easy to solve.

One of the variations which is commonly used is shown in Diagram 2. Both guards slant to the left a full man. The center runs through the hole between his tackle and guard and the fullback moves over and covers the middle. Both tackles jam through the ends for position and then play the play. The defensive ends diagnose and then play the play as it develops. The halfback on either side covers the outside on a run to that side. This set-up is used both ways.

Another variation is shown in Diagram 3. The defensive guards slant to their outside a full man. The tackles and ends play as shown in Diagram 2. The full-back runs through the hole between the guards, and the center covers over to the center territory. This move may also be used with the center jamming up the middle, and the fullback covering over. Position on the field should be a big consideration in calling these moves.

Most 4's cover the man-in-motion as shown in Diagram 4. The end on the side of the man-in-motion loosens up and starts to cover the man-in-motion out. He checks him to the halfback, and the safety and other halfback revolve. The fullback moves to his left and takes over the end's position. The center moves in and backs up the middle. The halfback and safety move over and play the ends man-to-man as in most man-in-motion coverages.

Another defense which appeared fre-

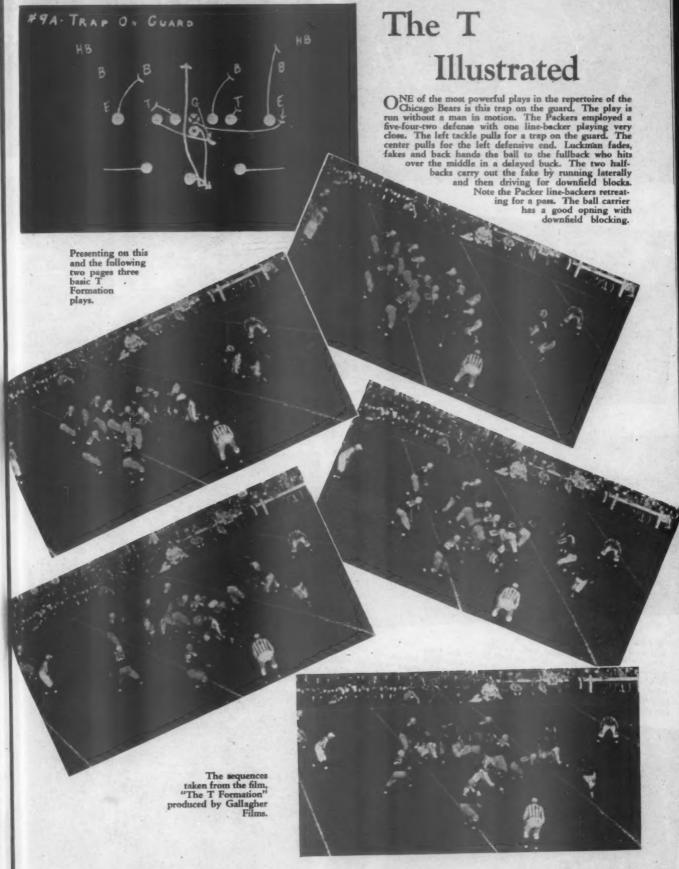
GEORGE SVENDSEN, former University of Minnesota tackle, coached at Antigo, Wisconsin, High School and played with Green Bay before entering the service. After playing at center for the Seahawks and a stretch of sea duty on a carrier, he coached the line at St. Mary's Pre-Flight. Following his discharge from the Navy, he joined the staff at the University of Minnesota.

quently last season was the overshift fivethree-two-one, as shown in Diagram 5.

The line overshifts one man with the defensive left end charging through the offensive end and covering inside. The left tackle and guard play head-on on the offensive guards and charge through the guards. The right tackle plays to the inside, covering inside territory and the right end covers inside from the wide position. The line-backers in the front line are undershifted to compensate for the overshift in the line. The wide line-backer, the fullback in this case, covers outside

(Continued on page 75)

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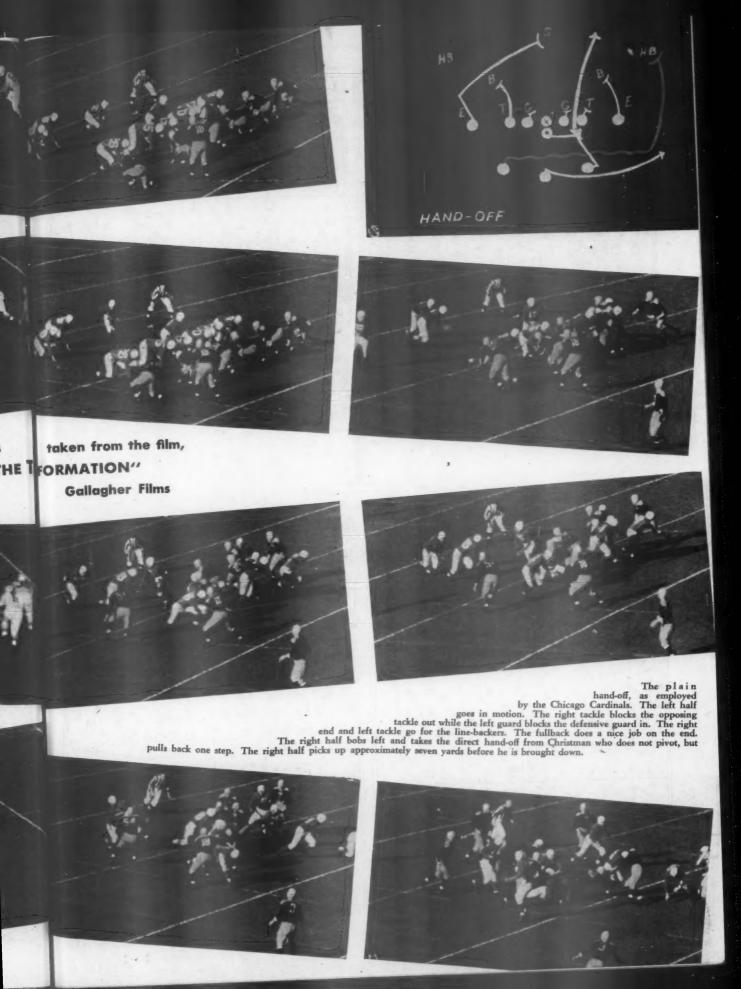
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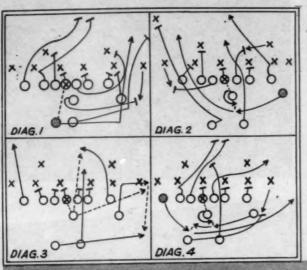
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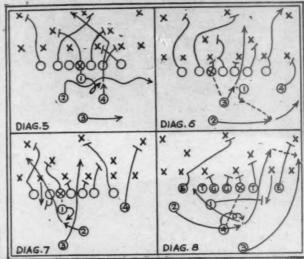
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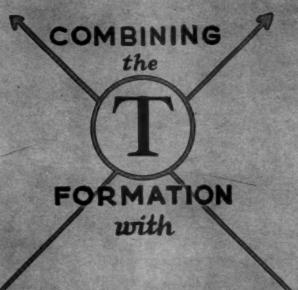
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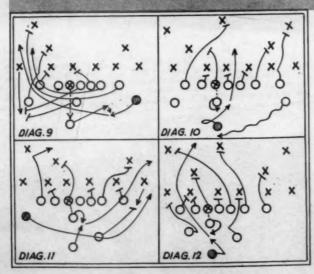
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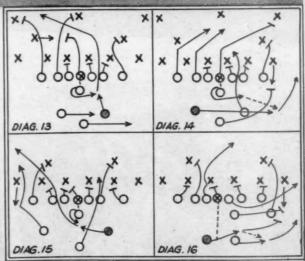
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THE ATHLETIC JOURNAL

AST June The Athletic Journal carried the results of its nation-wide poll on football systems. A surprisingly large number answering the questionnaire reported that they were using a combination of two or more systems. Thirty-seven per cent of those using a variation or combination offense indicated a preference for the T and single-wing combination; 13 per cent indicated the Notre Dame and T combination; and the T and double wing were used by 5.2 per cent.

From a follow-up to some of those using combination offenses, the accompanying replies were selected. An attempt was made to select articles from different sections of the country and to include those which showed the shifts employed in going from one formation to another.

# The Single Wing (Balanced Line)

By Kenneth Olson Maine Township High School, Des Plaines, Illinois

FOR the past two years at Maine Township High School we have used what we call a combination T and single-wing offense with a spinning quarterback. If we should judge the merits of this offense in wins and losses during the past two years, we could call it a success. In 1945 we were undefeated and unscored on, while in 1946 we won eight and lost one. One thing of which we are sure is that the offense is popular both with the players and coaches, and from the spectator's point of view.

Fundamentally the offense incorporates more of the single-wing principles than those of the T. We use a balanced line with ends split about one and one-half yards. The quarterback lines up behind the center either to the right or left depending on which way we have shifted. If we shift to the right, the quarterback will have his left foot directly behind the ball with the right foot behind, and back of, the guard, as shown in Diagram A. His hands will be up in the crotch of the center the same as the orthodox T position for the quarterback. The reason for having the quarterback shifted to one side is that we frequently use the direct snap to the tail-back. With the quarterback in this position we are ready for quick-opening plays, quick kicks, regular off-tackle plays, sweeps, and passes. We always have the quarterback spinning to the outside with the ball being snapped on set or while the quarterback is in motion. Part of the time he will have the ball, and at other times, the tail-back or fullback will receive the ball. The quarterback has to be a good blocker as well as a good ballhandler and passer. The tail-back lines up about four and one-half yards back, splitting the left guard and center while the fullback is parallel with the tail-back,

splitting the right guard and tackle. The right half is about one and one-half yards back of the line of scrimmage and a yard outside the end.

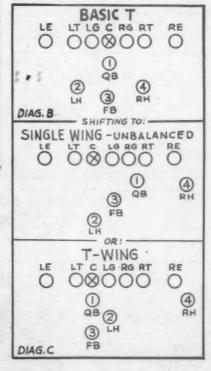
There are many possibilities in this style of offense which we have barely touched as the unbalanced line, wing back set out wide and others.

We had two good halfbacks so we shifted to the left as much as to the right.

Four plays from different series which worked well for us the past two years are shown on the preceding page Diagrams 1-4.

As shown in Diagram 1, the quarter-back spins with a direct snap to the left half. The quarterback and fullback time it so that they come on the end together. If he is pretty tough, the two of them take him out. If he is not too tough, the fullback fakes at him, cuts behind the quarterback, and blocks up field, leaving the quarterback to block out the end.

In Diagram 2, the quarterback spins with the ball and fakes to the fullback on a direct plunge but gives it to the right half coming from behind. The tail-back feints to the right, then cuts to the left through



the hole as a personal interferer.

In Diagram 3, the quarterback fakes to the fullback through the middle, then passes to either the right half in the flat zone or preferably to the end down the middle. This play was one of our favorites. Our right end was six feet, five inches and we had a good plunging fullback.

Diagram 4: The quarterback fakes to the fullback, gives the ball to the right half who in turn gives it to the left end and he swings either inside or outside the defensive end. The left half either takes the end or is a personal interferer.

Diagram 17 shows the quarterback spinning with the ball and giving it to the fullback who drives over center. The quarterback then fakes a lateral to the left half.

# The Single Wing (Unbalanced Line)

By B. B. Lawson, Jr.
Football Coach, New Boston, Texas, High School

I FIND that the combination of the basic T and the Minnesota version of the single wing with an occasional play from a modified version of the two, called T-wing or wing-T by some, works well in upsetting defensive timing and keeping the defense off-balance.

Theoretically, every play starts as though it were going to be run from the standard T with its quick-openers and man-in-motion sequences. In other words, the team assumes a standard T after leaving the huddle. At intervals chosen by the quarterback, a shift is made from this preliminary formation to the established single wing with unbalanced line. In using this shift, with an occasional quick-opening thrust off the T, all of the best play patterns of the two offenses are made possible with little preliminary warning to the defense. Diagrams B and C illustrate the shift.

The choice of formation to be used depends upon my quarterback's analysis of strategic situation in accordance with following factors: 1. Down and distance to go. 2. Position of the team on the field. 3. Time since last quick-opener was used. 4. Anticipation of defensive expectancy, and, 5. Score and length of time remaining. A sequence of five plays that might be used if the necessary first downs were to sustain them is shown in Diagram 5, 6, 7, 8 and 18.

As shown in Diagram 5, the left half, 2, is in motion. The ball is handed off by 1 to 4.

Diagram 6 shows a single wing to the right. The ball is passed direct to 3 who lateral to 2.

In Diagram 7, a standard T shifted to a T-wing, 1 fakes to 3, spins and hands off to 2.

Diagram 8, a trap play, shows a direct

pass to 4 who spins and hands off to 2.

In Diagram 18, on page 24, the fullback is in motion to the right. One fakes to 2 and hands off to 4.

Pass patterns and all types of plays from the three formations are interwoven into sequences chosen by the quarterback. One additional advantage is that from the similarity of the three formations, all pass patterns are the same, and, by a special signal from the quarterback prior to the snap signal, even after the formation is set, a pass may be called when he sees the defense drawn up close in anticipation of a running play.

## The Double Wing

By B. W. Lodge Malta, Montana, High School

IN AN unbalanced line which we use, our pre-shift is shown in Diagram D. Using a four count the guards go to the right or left or can go into a balanced line. The quarterback goes up under the center and if we have a man in motion, he starts with the first count. Diagram E shows the line-up after the shift. We use the same shift to get into the double wing. The halfback merely goes out on the first count. After the shift count of four the snap count starts, Diagram F, if we use

a double wing, the quarterback moves over on the first two counts, Diagram G.

Diagram 9 shows a straight double wing. In Diagram 10, we shift from the T to the double wing using the quarterback under the center. In the play shown in Diagram 11, we use the T with a variation. Diagram 12 shows a straight T pass play.

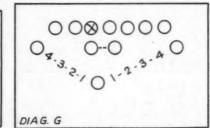
## The T and Notre Dame

By Eggert Rohwer Corning, California, High School

I HAVE chosen a combination of the T and Notre Dame formations for my offense because I believe they give a simple, versatile, and dependable attack.

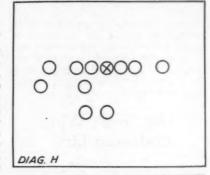
In presenting this offense to the squad we start with the T, adding the Notre Dame later. The T formation, although liked by the players, had not given us a consistent offense. We use the T as both a running and a pre-shift formation, shifting to the Notre Dame easily and quickly. This places an additional burden on the defense and requires very little time to teach. Our running plays, including both formations, number between eighteen and twenty plays. Our signal system for both formations is the same. In developing our quarterback strategy, we stress using the T from outside the 20-yard line where the defense is spread. Both formations are run from a balanced line with the ends split from one to three yards.

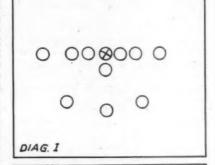
On breaking from the huddle and coming up to the line of scrimmage, the linemen assume a backfield stance, hands on their knees, with the center in position ready to snap the ball. The backfield lines up in a regular T with the fullback four and a half yards deep, the halfbacks four yards deep, and the quarterback un-

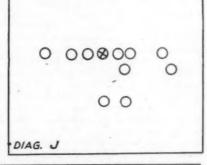


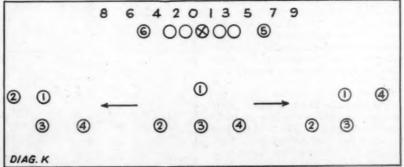
derneath the center. Occasionally we run from this position. The quarterback then calls "Ready, Set" bringing the linemen to their three-point stances. If a T play has been called the ball is snapped on the next series of numbers, otherwise we shift our backfield either right or left on three counts. This gives us three running formations Diagrams H, I, and J, requiring different formations for the defense.

In our Notre Dame, the tail-back is four









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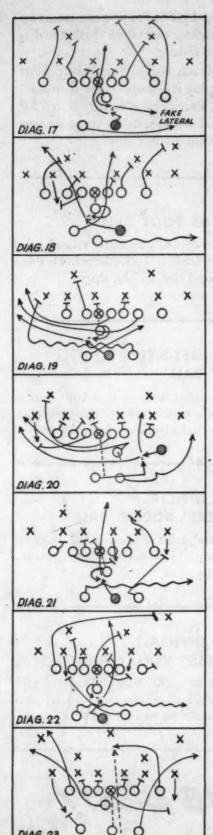
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yards deep, directly behind the center; the quarterback is in the guard and tackle seam; the fullback is directly behind the quarterback in position to receive a direct pass from the center, and the wing halfback splits the outside leg of the end.

In our play and signal system we use back and hole numbering (the position of our linemen determines the hole. See Diagram K). The plays are numbered as follows: The first digit is the back carrying the ball and the second digit the hole. On some plays we have descriptive terms such as reverse, spinner, to aid in the learning. The signal-caller enters the huddle from the front with his back to the line of scrimmage to reduce the chance of his signal being audible to the defense. On plays where we have more than one play going through the same hole carried by the same back we add an extra digit, such as 46 and 416.

Five of the plays that we use are diagrammed (See page 20). Diagram 13 (29 HZ) is a quick-opener. Diagram 14 (29 HZ) is a lateral to the left half, the right half faking in. Diagram 15 (42FZ) is a split-buck, the fullback faking as indicated in the diagram. Diagram 16 is an in-andout play by the left halfback. Diagram 20 (Play 46) is a half-to-half reverse from the box formation.

## The Notre Dame

By Andy Stopper
Football Coach, Reading, Pennsylvania, High School

WE COME out into a T and then shift into the box either right or left. With this type of huddle we are able to line up fast and after we get the defense believing that we line up in T formation, we cross them up by coming out into a set box.

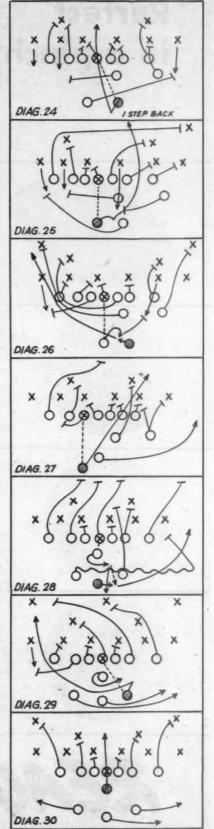
In our T we play our halfbacks four yards deep directly behind our tackles. The fullback is directly behind the quarterback and his toes are even with the heels of the halfbacks. We use this offense for power and deception inside the tackles. We are also able to get a good passing attack by having the center pass the ball through the quarterback's legs to the fullback. (See Diagram 23).

We use the box formation because it gives us good possibilities to run the ends. It also gives us a strong weak-side attack. The backs are well spaced for a spin attack. We use this offense for speed and deception. This offense is also good for forward passing because from it we are able to give our passer good protection. This is also a good formation from which to quick-kick.

The blocking in these two formations is very similar. We use a great deal of oneon-one blocking except for the key blocks.

Diagram 21: A trap on guard with man-in-motion. Diagram 22: Split buck with man-in-motion. Diagram 23: Full-

(Continued on page 63)



for



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JOHN L. GRIFFITH

# A New School Year

WITH this issue, the ATHLETIC JOURNAL marks the beginning of the twenty-seventh school year. As has been customary, it is our wont to look ahead during the summer and attempt to evaluate the school athletic picture for the coming year.

During that period of time the picture has been about evenly divided between good and bad. The first eight years were during the phase often called the "Golden Era of Sports" or the stadium-building era. That was the period that witnessed the growth of American school and college athletics and the huge athletic stadia and plants. This was attributed largely to two reasons.

First, the great impetus given to athletics by the First World War, and, secondly the prosperity which the country was at that time enjoying. Whether we like it or not, we must realize that athletics and sports are a luxury and are affected by the swing of the economic scale. This period can then be classed as that era of time in which the groundwork was laid for the athletic spirit which has come to be such an important factor in the American way of life.

The period of 1930-1935 prevented much of encouragement in the athletic picture, although we attempted to breathe as much optimism into this annual "look-see" as possible. Those dark days saw school after school discontinue athletics. The small colleges and smaller secondary schools were naturally the ones to first give up the ship. The devastating effect of the depression hit hard at the box office. Another important effect was that schools had used all the monies during the lush days to build facilities to take care of the demands, brought about by the greatly increased interest in sports. Obviously the easiest way out for many schools was to drop athletics and many did, although we felt it was a wrong move. Numerous

school administrators alibied their decisions by the somewhat popular conception of the day that bigness is badness and hence as long as the larger institutions carried on athletics, athletics must be bad.

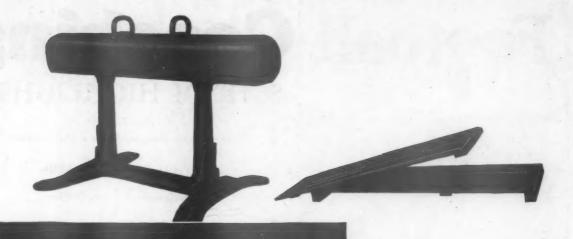
From 1936 to 1941 as the economic picture improved an improvement was likewise recorded in the athletic picture. Numerous schools returned to the competitive scene, and sincere efforts were made to closer correlate the school and college athletic picture, proving as we have so often contended, that the high school and college administrators are not separated by a high wire fence. The close of that period saw the entire athletic program pretty much in balance.

The war years produced a different picture from that which had been encountered before. The colleges were forced to curtail athletics because of the man-power shortage. On the other hand, the scholastic program moved ahead with leaps and bounds at the insistence of the military who wanted the prospective draftees in good physical condition. Many schools were faced with shortages of competent administrators, but a remarkable job was done, nevertheless. In many instances equipment was impossible to secure, and this serious matter was a big obstacle to even further extension of the program.

Although the shooting has been over for two years, we are actually only beginning the post-war program, and from all appearances we could sit back and say, "Here's where we came in." The attendance is the greatest ever, equipment is rapidly approaching the readily available stage, participation both in number of institutions and participants is at an all-time high. And yet through the bright sunlight can be seen approaching a cloud that could seriously wreck this, the "Second Golden Era." The cloud might be classed as professionalism, proselyting, subsidizing among amateur athletics, or what have you. The arguments pro and con upon the merits of the same are numerous. It is generally agreed, however, that some system of control must be worked out.

As each of the previously mentioned periods, both good and bad have improved the athletic picture, it is hoped that this period can devote its attention to ironing out the problems facing it. The schools are continuing to enlarge and improve their plants, and rightly so, but the wise ones are not losing sight of the fact that reserves should be built up for whatever may lie ahead. School and college men are working closely, as they should. Closer and closer co-operation will go a good way in ironing out the difficulties that lie ahead. The depression days taught many the importance of dressing up the athletic contests for better spectator appeal without removing any of the attributes of the game. School men were quick to grasp the significance of the recent gambling fixes and were important factors in the legislation passed in numerous states regarding this. Let the administrators themselves take the lead and put the house in order if they deem it should be. We think it should.

(Editorials Continued on page 79)



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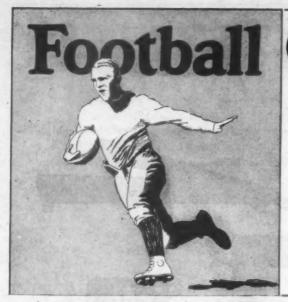
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# Football Coaching

# SCHOOL HIGHLIGHTS

By Otis Coffey
Football Coach Douglas, Arizona, High School

The Cockeyed T Bo McMillin

T Fundamentals | Jess Neeley

FOR the ninth straight year Otis Coffey has been authorized by the Texas High School Football Coaches Association to assemble the coaching school notes of their annual school. The following interesting discussions are gleaned from Coffey's printed notes.

HE 15th Annual Texas High School Coaches School, perhaps the largest coaching school in the nation, was in El Paso from August 4 through 9. Over one thousand coaches attended the wellrounded program.

The program included a very complete and thorough discussion of football, basketball, baseball, first aid, football rules and new changes for 1947, and legislation of the Texas Interscholastic League set-up.

# The Cockeyed T

By A. N. McMillin
Football Coach, Indiana University

POR many years we at Indiana used the simple orthodox single-wing formation as our basic offense. Then we changed the spacing of our linemen somewhat and eventually found ourselves using the single-wing with a split line. We also saw fit to use the double-wing formation when our material was best fitted for this particular style of play. During the past few years we have sprinkled our offensive formations with a little T formation here and there. At the present time, we are primarily concerned with the use of the T and the single-wing.

We like the man-in-motion style of T offense because it permits the offense to shift into any one of several formations without coming to a second's stop before starting the play and there are certain other things that I can get from the T that I cannot get from the single-wing. The greatest advantage, however, that I see in using the T is that the defensive line-play against the T must be such that there dare not be any converging of linemen. Each lineman must stay in place and defend his own little territory. On the other hand, in defending against the single-wing action, linemen can converge

at the point of attack and make the going very tough.

I like the unbalanced line. Four men on one side of the center gives us more power than we could generate by having

 three men on each side of the line. Five men on one side of the center give us even more power than four men. During the seasons of 1934, 5, 6, 8, 9, 40 and 41, Minnesota used five men on one side of the center and one man on the other. The formation does not look impressive unless you play against it. Then it really looks impressive.

I call my T formation the "Cockeyed" T. Diagrams A, B, C, D, E and F, illustrate the different formations that we use in our style of offense. As Diagram F shows, the right halfback may be located in the back position as in any T formation or he may locate in the wingback slot outside his right end. The quarterback may be stationed under the center and remain there as the play develops, or he may shift over into the blocking back's position. We have a series of plays from each set-up. We like to keep the defensive team wondering as to just what plays we may have from

We divide our plays into two types. We like to hit every spot on the offensive line with both types of plays. We call one type of play "Pick-Blocking Plays," and the other type "Spread-Blocking Plays."

each formation.

#### Pick-Blocking Plays

The pick-blocking plays are those in which there is power blocking on one side of the hole and trap blocking on the other. Diagram 1 illustrates a pick-blocking play over the 9 linemen. On this play, the defensive lineman playing opposite the 9 man or the first man to his strong side is trapped. If there is no one playing in front of the 9 lineman, the first man to his strong side is trapped.

As the diagram illustrates, the 9 blocker becomes a power blocker as 8 and 9 double-team-on the man stationed in front



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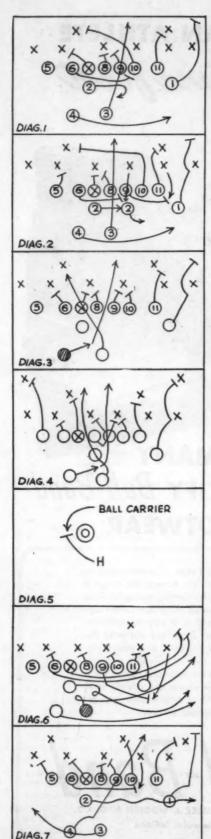
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of 8. The ball-carrier should go as close to the power blocking as possible. In this play, the quarterback may handle the ball; the ball may be passed back to the 4 back, or it may go directly to the 3 back. The play may be executed with the quarterback in motion. In this manner, several plays may be obtained with one set of blocking. If the quarterback handles the ball, the 6 lineman should do the trapping. If the quarterback is not under the center, the center or 7 may do the trapping.

Diagram 2 illustrates the adjustments which must be made when a balanced six-man line is encountered.

#### Spread-Blocking Plays

Diagram 3 illustrates the use of doubleteaming on each side of the hole.

Diagram 4 illustrates the use of crossblocking on the play over the 9 hole.

We stress the fundamentals in blocking just as much today as we did ten years ago. Although we use individual blocking more today than we did a few years ago, we still are of the opinion that the best method of improving individual blocking is to give the blocker some help.

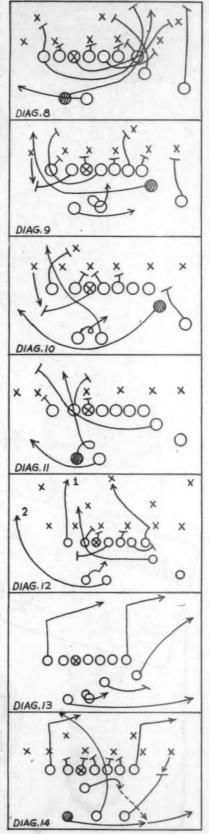
In cross-blocking, the linemen should "shoot" their near shoulders into the defensive man to be blocked. This procedure may not seem to conform to the principle of always keeping the head between the defensive man and the ball, but if the play is broken down, one will see that at the crucial point, the head of the blocker is between the defensive man and the ball-carrier.

The type of plays which a team uses is just as important as the fundamentals employed. We like to work on both at the same time. We feel that fundamentals may be taught simultaneously with plays. We often run an entire team against our third and fourth teams in order to teach offensive fundamentals and to teach our plays against a certain type of defense. We spend a great deal of time in scrimmaging one team against another. In these scrimmages the defensive linemen drive across the line of scrimmage with all their power but are not allowed to tackle. We hold this type of scrimmage on Monday, Tuesday, Wednesday, and Thursday. This drill is excellent for teaching linemen to defend against trap plays.

In addition to the full-team drill, we teach fundamentals in group work. Drills are used to give the players practice in executing the fundamentals which are taught in group work. After the fundamentals are taught in group work, the players put them into practical application by dummy scrimmage.

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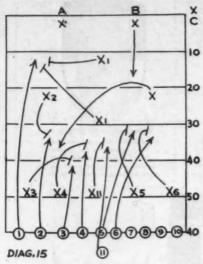
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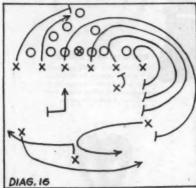
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teach our tackle to make an upward swing of his arms as he makes contact with the ball-carrier instead of grabbing him. We stress the form of shooting up from an ape-like position as contact is about to be made. We want our tackler to have his head in front of the ball-carrier. If the tackler is approaching the ball-carrier on the right, the tackle should be made with the left shoulder. We want our open-field tacklers to tackle high. About ten minutes every day in spring practice is spent on tackling. Diagram 5 illustrates a drill we use to teach tackling.

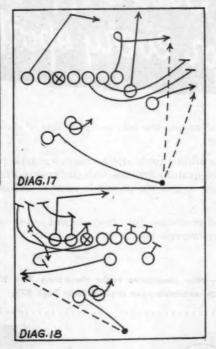
As soon as a player shows that he knows how to tackle he is excused from tackling practice. Boys who have trouble in tackling in games are given tackling practice twice a week all during the playing season. Some of this practice is obtained during scrimmages. We stress the same fundamentals of tackling that most every one else does. We want our tacklers to keep their eyes open and on the ballcarrier; we want them to carry their feet wide and under control at the instant of contact; we want them to make the tackle with that part of the shoulder nearest the neck, and we expect them to maintain contact by driving upward and backward.

Diagram 6 illustrates a play in which the wing-back is in motion.

The key to the success of all pick plays is for the ball-carrier to run as close to the power blocking as possible.

### Backfield Stance

Our idea of backfield stance differs somewhat from that of many coaches. We want our tail-back to have a fairly narrow stance. We also want our backs to assume a three-point stance with the feet about eight inches apart and with the toe of the right foot about even with the instep of the left. We want the back's tail somewhat higher than his shoulders and with a little weight on the hands. The weight should be distributed so that the backfield man would not fall if he should lift his hand from the ground. From this position, our backs can move fast in any direction and can do an excellent job of faking and ball-handling.



Our quick-kickers, punters, and passers all use the stance, just described. Our tail-back on our single-wing formation and the quarterback on the "cockeyed" T formation often exchange assignments.

#### The Flanker Attack

I should like to show how we move from our "cockeyed" T to our single-wing formation, to our double Z formation, or to our flanker attack. Plays from the "cockeyed" T formation differ very little from those of the single-wing. We also find that the plays from the flanker differ very little from those of the "cockeyed" T formation.

The flanker attack is developed by putting the quarterback in motion. Diagram 7 illustrates the 9 trap play with a flanker attack.

We have already observed that this play off the "cockeyed" T formation is identical with that of the single-wing formation.

Diagrams 8, 9, 10, 11, 12, 13 and 14, illustrate other plays from the flanker attack.

#### Kick-Off Returns

In our anxiety to perfect our offensive formations, we often neglect one of the most important phases of football, that of running back kick-offs and punts. A coach should never neglect these two departments of the game. An offense is not complete without one good method of returning the kick-off on each side of the field.

Diagram 15 illustrates a method of returning the kick-off down the right side line. If the ball comes to A, we want him to get it and B and C lead the play. If the ball comes to A, he should start up the field before swerving to the right.

We use this same play down the leftside line with the blocking done in exactly the same way, except that the defensive men are numbered in the other direction.

#### Punt Return

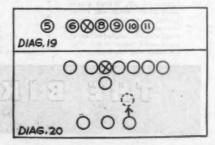
We use two punt returns, one to each side of the field. During the first half of a ball game we run the kick back to the right side if the punting is done before fourth down. If the punt is on fourth down, a signal is used to determine the direction in which to return it. Our punt returns are numbered 44 and 55. We use a clenched fist to signal the 44 play and a spread hand to indicate the 55 play.

Diagram 16 illustrates a punt return down the right side line.

It is important that the defensive center and defensive right halfback be on the alert for a fake punt and run to this side. The left defensive end guards against a run to his side. He blocks the kicker after the ball has been kicked. The safety hands off to the left half.

Without the screen pass, the defense may have a demoralizing effect on the passer. The screen pass has a tendency to take some of the aggressiveness out of the rushing game. I like to use two or three

(Continued on page 50)



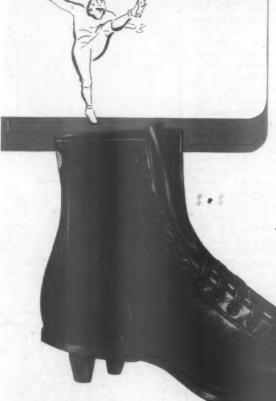
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# All-Season Football Drills

By Ross J. Shaw
Football Coach, Jenks, Oklahoma, High School

HE passing drill shown in Diagram 1 is a good one for two weeks of early season practice in which the passer and receiver have been coached in the individual fundamentals of passing and receiving. There are three centers, three passers and three balls in this drill. The centers pass the balls at the same time, the ends and wing-back follow the same pattern that they do in a ball game. P1 passes to the left end, P2 passes to

the wing-back and P3 passes to the right end. It is better to arrange the players so that the best passer will be throwing to the first-choice receiver. The advantages of the drill are that the players can run through their regular pass patterns; each receiver has a ball to catch and three passers secure practice in throwing the ball.

Drill 2, shown in Diagram 2, develops the one and one-half steps necessary for a kicker to get the ball away without it being blocked. Two heavy dummies are placed, eight inches apart, about three yards or one and one-half steps in front of the kicker. There is just enough space between them for the center to pass the ball. The dummies should be tall enough to simulate a defensive player. This drill should be used in the early season so that the punter will learn to take the proper steps. This is a good drill to break a kicker of the habit of taking too many steps prior to kicking the ball.

Drill 3 is an early season drill for tackling and ball-handling for the T formation. As shown, the players are confined to the 5-yard zone. The quarterback has a choice of handing the ball to the halfbacks or of faking the hand-off, dropping back and passing to the back to whom he has faked his hand-off. The linebacker either covers the halfback or tackles him. Emphasis should be placed on deception and ball-handling on the part of the quarterback and the halfback.

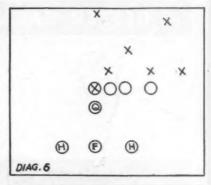
Two line-backers may be used and the counter play developed as shown in Diagram 4. The quarterback may hand off to the halfback and fake to the fullback or he may fake to the half and hand to the full as on a counter play, or he may fake to both the half and the fullback and throw to either of the men to whom

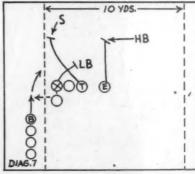
FOLLOWING his graducation from Southwestern College of Technology, Ross J. Shaw coached at Tenapah and Pocassett, Oklahoma, high schools before going to Jenks. While at Jenks his teams won both the district championship and Tulsa Seven Conference.

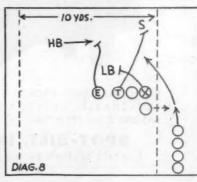
he faked to give the ball. The five-yard zone is necessary again in this drill. The center-may be allowed to block one of the line-backers. Deception and ballhandling should be stressed.

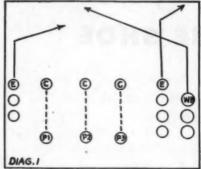
The drill shown in Diagram 5 is used in place of scrimmage in the development of the T formation offensive. In Diagram 5 plays which go to the left are worked on. In Diagram 6 plays which go to the right are worked on. In this drill deception and ball-handling are stressed. Counter plays should not be used in this drill although most of standard T plays may be developed. I do not believe that

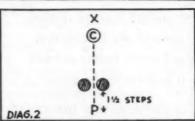
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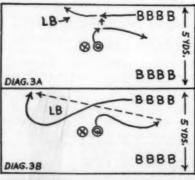


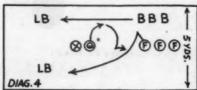


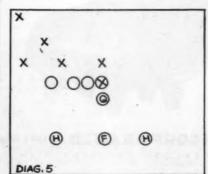














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### Six-Man Football

By Wayne P. Marcus

Coach, Wibaux County, Montana, High School

N MONTANA there are four classes of football. Class AA is composed of the six largest schools in the state; the next largest are classed as A and B. and the teams playing the six-man game are classified as C.

The six-man game is comparatively young, since the first game was played in 1934. The past thirteen years have been ample time to show its worth and today it is generally accepted a close follower of the 11-man game in fundamentals and general football strategy. It does have its own idiosyncrasies, however, namely:

1. Little use of the punt, because ot the small playing field and an open field with few participants.

2. Blocking and tackling are almost strictly one for one, deviating from that of the conventional 11-man game.

3. Extreme potency of the forward pass with all players eligible.

### Offense

The much publicized T formation is conspicuous by its absence on my squads as we run out of the single wing almost made in sequence, and the element of surprise is found in the final destination more than in ball-handling deception, although we have had good success with deception against some teams. We always handle the ball twice, even on pass plays. Although it may slow down the play some, we feel the security of knowing we

be tailored to the needs and capacities of the particular group of boys with whom one is required to work, but certain fundamental patterns will be helpful and acceptable to most any group.

#### Defense

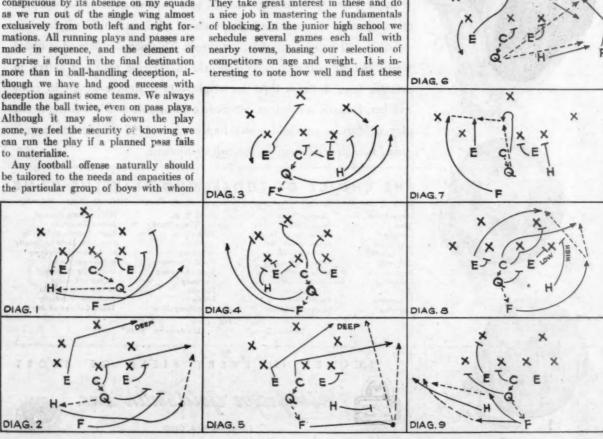
We have used several defenses, zone, man-to-man and the combination. The 3-2-1 and 3-1-2 are the most frequently used and a 4-2 on the goal line. Any defense, like offense, should be tailored to meet the needs of the material at hand. In our last championship tilt I changed the defense four times during the course of the game in order to cope with the opponents' offense. It is old information I know, but it will not hurt to mention that the 3-2-1 is strong in stopping end runs and the 3-1-2 in checking passes over the center. The success of our winning may be attributed to several factors. In my physical education classes in the fall and spring, I dip down as far as the sixth grade to teach the elementary pupils tumbling and have the boys do cross-body, shoulder and rolling blocks on the mats. They take great interest in these and do

WAYNE MARCUS was assistant coach at Wibaux County High School for three years prior to taking over the head job of football and basketball coaching five years ago. His teams captured the divisional cham-pionship in 1941 and have retained the title with a winning streak of thirty eight games.

younger boys develop. By the time they reach the senior high they have acquired a feel of the ball, a knowledge of blocking and tackling and are ready for timing and perfection in team play. I use the same signal system and identical formations for both junior and senior high schools. This naturally contributes in a large measure to the ease in understanding and executing our style of play, and I believe contributes much in building championship teams.

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The play shown in Diagram 1, a singlewing to the left half, has a two-man interference. In Diagram 2, an end run and pass, the play starts the same as in Diagram 1 and ends in a pass. If no receiver is free, the halfback may elect to run with the ball. In these two plays the halfback must be fast and the blocking sustained or the ball-carrier will gain little and may lose a few yards.

In Diagram 3, a single wing to the right, the fullback has a two-man interference. He may make an end run and pass from this formation or he may fake to pass and skirt the end.

Diagram 4 shows an end run to the left. Good blocking makes these end runs strong plays. A pass is possible here also.

Diagram 5 shows an end run and pass

off a formation to the right. Two men

should go out. The play's success depends upon the cool-headedness of the would-be passer or runner.

In the play, shown in Diagram 6, a flatpass sleeper, the pass is made to the half or full. A flat pass is better than in 11-man because of the few players. The fullback should either cut deep or in front of the defensive man to screen him out

(Continued on page 67)

# Principles of Defensive Play in Six-Man Football

By M. L. Rafferty, Jr.

Athletic Director Trona, California, High School

HE emphasis which its apologists and enthusiasts have always placed on high-scoring offensive thrills has, while fully justified, deprived six-man football of that attention to defensive strategy which is its rightful due. The game's newest mutation is beyond doubt primarily offensive in character; in fact, it owes most of its growing popularity over the nation to its ability to produce two and three times as many touchdowns in the course of an afternoon's play as the parent game can manufacture.

As is the case with basketball, however, the coach who goes all-out for scoring plays and neglects his defensive strategy is apt to wind up on the short end of a high score. It is a little more fun to lose a game by the score of 51-44 than by 70-0, but not much. As reports of such free - scoring duels are received from all over the nation, it is becoming more and more evident that a little more attention to defensive formations and fundamentals might easily have sub-tracted one or two touchdowns from some of the point-heavy winners and paid off in winning games for many of the close losers.

No one can win in any competitive sport by merely crawling into a shell and relying on an invulnerable defense. A tie is the best he can expect. A boxer who covers up beautifully can remain unmarred, but can hardly gain the judges' nod if that is all he can do. Tennis comes closer to filling the bill, but even there the man with no serve seldom wins any cups. In football, the only big-time team in recent years that went anywhere by playing air-tight defensive ball and little else was the great Duke squad that played in the 1939 Rose Bowl game.

But-and it is a big "but"-every great team that can be readily called to mind had both a brilliant offense and a tight defense. It is this inseparable half of football's Siamese twins that is being neglected by the coaches of the many six-man teams from coast to coast.

Little ingenuity has been lavished on the defense. The brains of the game have been concerned with "cooking" up new and startling offensive dazzlers. Look at the standard defensive formation - the orthodox 3-2-1 and its variants:

This is standard and it is good—as far as it goes. But there is a glaring weakness in the middle, not for passes, because a fast tertiary defender can conceivably deal with even short ones down the middle, but with runs over center.

Look what happens to the 3-2-1 in a play like this:

The entire burden of stopping the offensive tailback, after he has broken through the line and has "shifted into high" is thrown on the defensive safety man. Let him miss his tackle, and there

M. L. Rafferty, author of the article in last September's issue on "Deception in Six-Man Football," presents, in an excellent manner, the principles of defense. The former Mt. Whitney League is now called The Desert-Inyo League and numbers eleven schools.

Here is another defense—the 3-3:

It is better than the 3-2-1, but it still has one cardinal fault; it sets up the defensive backs like ducks in a shooting gallery. Offensive blockers know just where to get them.

Freak formations like the 4-2 or 4-1-1 do not pay off except in specialized situations such as fourth down and fifteen to go. A stunt which involves holding the center back to watch for short passes, the 2-1-2-1 formation, works about one time against a smart team. Then the line plunges start pouring through the weak forward wall.

What does the perfect defensive formation involve? (1) It must be able to stop all types of runs, line smashes, end runs, cuts, reverses; (2) It must afford adequate protection against long passes; (3) It must stop short and flat passes.

Trona's Tornadoes-California champs in 1946-came up with the formation that seems to have all the answers, the 3-1-2.

Sometimes called the "Defensive T" on the Pacific Coast, the 3-1-2 at first glance seems indefensible. The first thing the average coach thinks when he sees it for the first time is, "What happens to punts and quick kicks?" To answer this query, it is necessary to keep firmly in mind the fundamental difference between the eleven-man and the six-man games. In six-man, the team with the ball is con-(Continued on page 65)



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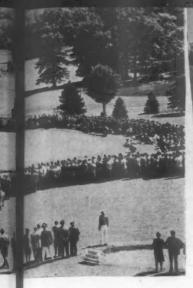


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### Materials

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### Advisory Board

To assist in conducting this tournament program an advisory committee has been formed, consisting of the following:

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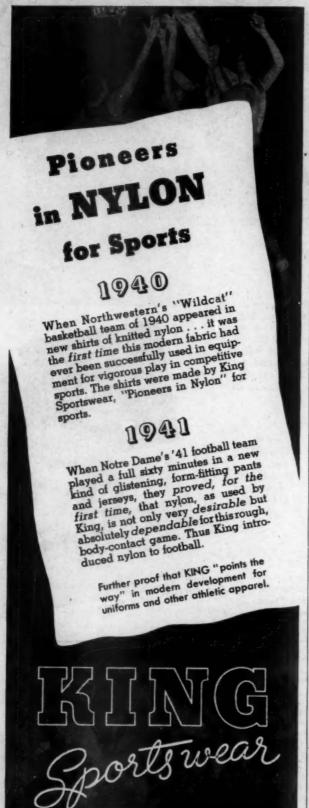
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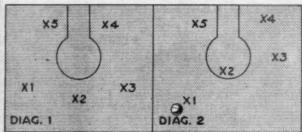
By Murl Messersmith
Basketball Coach, High School, Portsmouth, New Hampshire

MURL MESSERSMITH began his coaching career at Francisco, Indiana, High School in 1937, where he assisted in six-man football and basketball before becoming head coach. After two years at Benjamin Harrison School in South Bend, Indiana, he became basketball and baseball coach at Portsmouth High School. During the past three years his basketball teams have won 42 games and lost 17, playing a schedule which includes teams from five of the six New England states. In 1947, his team won the state championship in New Hampshire and advanced to the semi-finals of the New England tourney held at Boston Garden.

IRST, I am going to assume that most of the readers of this article agree with the old axiom, "The execution is more important than the system." By that is meant, most any system of basketball will work if the physical disadvantages are not too great, and the boys are able to execute the fundamentals properly. Putting it another way, if two teams of near equal physical attributes are pitted against each other, one of the most determining factors governing the ultimate outcome of the contest will be superiority in the execution of fundamentals. Team A may know the mechanics of several popular systems of basketball such as "give and go," "the Figure-8 weave," or variations of the fast break but not be able to develop scoring opportunities from any of these because of lack of fundamental execution. Team B, on the other hand, may not recognize any definite system of play but it has a good record because of the ability of its players to "free-lance" well and play fundamental basketball.

Granting that fundamental execution is of prime importance, the question may then be asked, what is to determine the winner when physical abilities and fundamental mechanics are equal, if such a condition is possible? It is here that our style of play is given its test. Is our material being used to its greatest advantage when we consider the defense or offense of the opponent? Are individual players located at positions where they will be most effective? Are we playing small-floor basketball on a large court or trying to play large-floor basketball on a small court. There is a great difference and it is to the latter situation that I wish to devote my remarks.

Many coaches must play the majority of their games on small courts. Here in New Hampshire most of the courts are small, measuring less than 70 feet in length and less than 40 feet in width. We know that most of our games must be played on a small floor so the logical procedure would be to plan our style of play to get the most from our material on a small floor. We have tried variations of the zone, floating man-for-man, and pressing man-for-man defenses. Each has been successful when used at the proper time and each has



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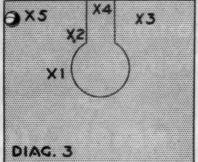
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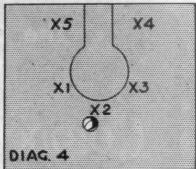
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failed when used improperly. If I were to choose one defense for a small floor which would come nearest to meeting the needs, that is, preventing the opponents from scoring and keeping in a position to score, my choice would be the 3-2 zone.

Diagram 1 shows the normal position of the defensive players before the ball has assumed a definite point of attack. On the front line, in the playing positions X1, X2, and X3, I want my most agile and aggres-

sive players. They must maneuver fast and be able to stop any poor passes that are attempted through them. Many poor passes will be taken by this group if they are alert and shift properly. Their next most important assignment is to prevent any good set shots from their territory. They are also asked to prevent any good passes from, or through, their territory. This requires practice on approaching a

(Continued on page 56)

## Ball-Handling

By Les Ehrbright
Basketball Coach, Northern High School, Flint, Michigan

E AT Northern feel that ball-handling is the secret of a successful basketball season. Good ball-handlers will always be able to execute a variety of shots under game conditions. There often are those games, or parts of games, when there seems to be absolutely no attraction of the ball to the basket. It is at this time that ball-handling must keep the team in the game until the scoring touch returns. A team of good ball-handlers should never be beaten badly.

We feel that if ball-handling is so important, we must perfect it to a high degree. To do this, we spend a great percentage of our practice all year on this part of the game. Realizing that this type of drill may become very tiring, we endeavor to create an attitude of striving for perfection. This may be done with the stop watch, timing to see how long a time elapses before an error occurs, and noting how many correct maneuvers can be made before an error is made.

Our practice sessions always start with a few fundamental passes with a sixpound medicine ball to strengthen the wrists and fingers, or a 24-inch inflated rubber ball to develop finger manipulation. Sometimes both are used for shorter periods. Care should be taken that this practice is not too long. Boys derive great satisfaction from handling a regular basketball after this session.

Early in the season we work in two parallel lines at varying distances. From LESTER EHRBRIGHT, assistant coach at Northern High in Flint, Michigan, assumed the duties of head coach in 1943 and has continued the title-winning streak of Northern which has five state titles to its credit since 1933. In his five years as head coach, his teams have won the city championship five times, and the 1947 state championship.

this standing position we execute various passes trying for correct form. Attention is paid to receiving as well as passing. We say that a pass should be half made at the time it is received. We do not want the boys to take time after receiving a pass, to adjust the ball in their hands, draw back the arms, and cock the wrists before returning a pass. Sometimes a protruding object is taped to the inner palms to overemphasize the receiving of the ball in the spread of the fingers. All passes that are executed with one hand can, by practice, be made equally well with either right or left.

The next step in our practice is to line up the boys in single file, facing each other. Each player after executing several various passes with either hand, moves to the ends of the line. After a few rounds a defensive man is placed on one player, as shown in Diagram 1. The defensive man should work hard on intercepting or deflecting passes made by X1. The defensive man, keeping his hands moving, may be able to deflect the return pass by

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Another drill used to speed up passing reaction, develop concentration and split vision, is the customary semicircle of men passing to a center man. In Diagram 2, X6, using one ball passes and receives a return from each man in order. After a short round with one ball, two balls are used. Men passing to X6 should work

X4, though keeping his eyes on X1.

him as fast as he can work, ever striving to increase his speed. X1 and X5 should continually move further to the left and right of X6. It will be found that the best

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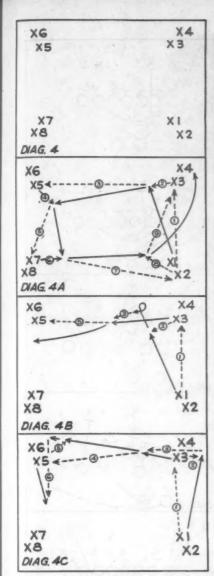
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work is done by X6, the less he moves his head. When the boys think they are improving too rapidly, a third ball may be used.

A drill to which we are very partial is shown in Diagram 3. We use it, also, in pre-game warm-ups. The boys line up in two lines, facing each other, about twenty feet apart. A pass is made from one line to the other with each man cutting first to the right and then to the left. As the drill progresses, the space between the lines is reduced, and the tempo is speeded up. After a short time the return pass is added. X3 makes a long pass to X4. As he moves across, X4 returns the pass to X3 who passes to X5. X5 makes a long pass to X2 who returns the pass to X5 who then passes to X1. Bounce passes may also be made in this drill. Passes may be mixed for change by the use of a long pass, a chest pass, and a short passbounce pass.

From the set-up in Diagram 4 we use three drills. The first, 4A, is passing around the horn. X1, running as fast as possible, passes to X3 and going by, takes a return pass from him. X1 repeats this with X5, X7 and X2. Upon passing to X3 a second time, X1 falls in behind X4 as





In the second drill, 4B, X1 passes to X3, and, as he approaches X3 on the inside, takes a return pass from X3, executes a pivot and passes off to X3 who executes the same moves with X5 and so on around the horn. Diagram 4C shows X1 passing to X3 and approaching X3 on the outside to take the return pass. X1 should then hit X3 with a return pass by the time X3 has taken two or three steps. X3 then passes to X5 and so on around the horn. All of these drills may be run in either direction.

Among the best ball-handling drills are the customary three-men-down-the-floor drills. First we advance three men in straight lines and score with a lay-up and return. The other is the Figure-8 down to score and return the same way. Then we add first one, then two defensive men with instructions to do anything to intercept or deflect the passes. The defensive men take many chances and, in (Continued on page 58)

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### The Cockeyed T

(Continued from page 32)

types of screen passes. We use the Statue of Liberty screen pass and the convoy screen pass.

Diagrams 17 and 18 illustrate two screen passes that we use.

#### How to Meet Shifting Defenses

We used to worry a great deal about shifting defenses and defensive line spacing. The reason for this was that, in designating plays, we numbered defensive holes and never knew just where to find the defensive men when the team shifted from one defense to another. This obstacle was all but eliminated when we started numbering our offensive linemen instead of spaces in the defensive line. Another thing we did that helped solve the problem of meeting shifting defenses was to split our offensive line.

Diagram 19 illustrates the manner in which our line is spaced and numbered. The left end, 5, is split from six inches to one yard away from 6 depending upon the play. Linemen 6, 7, 8, and 9 are spaced six inches apart. The 10 lineman is split away from 9 by one foot. The right end, 11, is split away from 10 from one inch to one yard depending upon the play.

Diagram 20 illustrates the position of the players employing our "cockeyed" T formation.

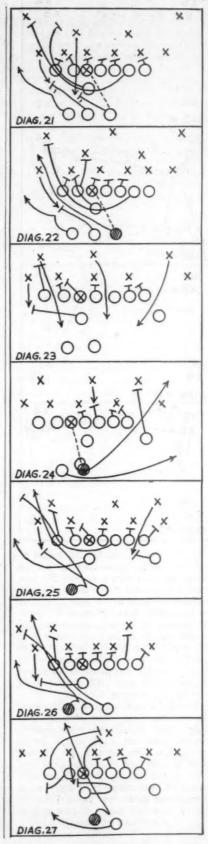
#### How to Play Against Shooting Line-backers

Although we used to worry a great deal about shifting defenses, our main worry today is concerned with defending against "shooting" line-backers. We find defensive line-backers give us a great deal of trouble in "shooting" gaps in our offensive line

We have devised a system of switch blocking to combat the "gap-shooting" tactics of line-backers. The short pass just over the line, has a tendency to keep the line-backers at home. Diagrams 21 and 22 illustrate the switch blocking on a certain play to guard against gap-shooting.

We have encountered less "gap-shooting" when operating against a regular sixman line than against other defenses. We have found the five-man line best adapted for rushing line-backers. Diagram 23 illustrates the methods used by those who employ the five-man line, in "shooting" their line-backers.

When we see a defense set up to "shoot" its line-backers, our quarterback often calls a signal which designates a short pass just over the line. The trouble with this system is that we cannot determine definitely when the line-backers are going to charge and often, when we pass, they are





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back in the pass defense. We work hard on trying to give our players the necessary adjustments to defend against the charging line-backers. Diagram 24 illustrates the blocking assignments used to defend against charging line-backers on an off-tackle play.

### Offensive Play Against a 5-4-2 Defense

The University of Pittsburgh and the University of Nebraska both use the 5-4-2 defense very effectively. Diagrams 25 and 26 illustrate plays which we have used fairly successively against the 5-4-2 defense.

Generally speaking, the center does the trapping on the 4 play against a five or seven-man line; and the 6 lineman does the trapping against a six-man line. Diagram 27 illustrates this fact.

### T Fundamentals

By Jess Neeley Football Coach, The Rice Institut

WE DRIFTED into using the T formation by mistake. During the spring practice of 1943, we attempted to learn something of the basic principles underlying the T formation by experimenting with a few basic plays which we gave our boys. In this experimenting with the T, we strayed somewhat away from the single-wing formation. Our coaches and players alike became so engrossed with this new formation that we gradually dropped our single-wing style of play and adopted our present T formation offense. I still feel that I know more about the single-wing formation than I do about the T.

#### Fundamentals

Fundamentals are just as important in executing plays from the T formation as from the single-wing. We spend just as must time in the development of offensive fundamentals now as we did before. We do not use as much two-on-one blocking now, nor are we as sure of our blocks. However, the use of the T does not demand as many sustained blocks as the single-wing formation does. In many instances, all that is necessary is to-barely check a defensive man as fast backs break through the line on quick-opening plays.

I should like to emphasize that it is almost impossible to overstress fundamentals in building an offense, regardless of the formation which is to be used. To have a good offense, it is necessary for a team to be well grounded in blocking, tackling, running, passing, and kicking.

#### Offensive Line Play

The very first consideration in teaching offensive line play is stance or position. A lineman should assume a comfortable stance with his feet about the width of his shoulders. His back should be almost straight, and his tail as high as his shoulders. His head should be up and his eyes open. We still use the old method of drawing squares two-and-a-half feet to the side on the ground to teach correct stance of linemen. The player is instructed to put his right foot in the lower rightcorner of the box, the left foot in the middle of the opposite side, and the right hand in the upper right corner. The left hand should be carried close to the chest with the forearm resting on the left knee. Normally a boy should assume a stance with the toe of his right foot on a line with the instep of his left foot. Often a boy is rather stiff at the ankles, which makes it most difficult for him to assume a correct stance. We have the boys do a full squat exercise as an aid to loosen up the muscles of the ankles.

#### Blocking

After teaching our linemen how to obtain a correct stance, we use a drill to teach them the first element of the shoulder block which is to uncoil. As the lineman assumes his initial position, we stress having the right toe even with the instep of the left foot, the feet shoulder width apart, head up, tail up with back parallel with the ground, and knees flexed so as to be able to "shoot" the body at a target without movement of the feet. We start this drill by having the players "shoot" their shoulders at dummies, making contact with that part of the shoulder nearest the neck. After the boys have had some drill work on "shooting" at the dummies, they are given practice in bringing up their feet as they uncoil. It is important that the blocker keep his feet wide apart and under him as contact is maintained with short digging steps. The tail should come down somewhat as contact is made; this principle is accomplished by flexing the knees. Then by keeping his knees well bent, he is able to have driving power in his legs. He should also keep his feet moving at all times when blocking and should never go to the ground.

The next step in teaching the shoulder block is to have the blocker work against another player. At first the defensive man should be passive and should not give any resistance. After some drill work is done in teaching correct technique in executing the fundamentals of the shoulder block, the defensive man should give some resistance; the defensive man should gradually increase resistance until he is putting forth all the pressure he can on the blocker.

#### T Blocking

Blocking for the T formation is no different from that used in other formaSt

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Order Today Direct From THE ATHLETIC SUPPLY CO. tions. I want to stress that the T players do not have any more freedom in the use of the hands and arms in blocking than those of other formations. I am sure that T formation coaches have been at fault in creating all the criticism that coaches have suffered recently in connection with illegal use of the hands. A coach should insist upon his blocker making contact with the shoulder and with the hands in close to the body. There are too many coaches trying to get around the rules of the game rather than living the spirit of the true rule. There is no place for pushing with the hands in blocking.

### Ball-handling, Faking, and Blocking

We have tried to set up our T formation so as to make our blocking easier. When employing the single-wing formation, our main concern was to use the spin style of attack so as to get position on defensive men. Now we are striving for the same goal. We have found that, in addition to being able to hold different men in position until blocking angles have been obtained, our ball-carrier gains about three-and-a-half yards in timing in operating from the T formation. We have always found the defensive line-backers the most difficult men to block. While employing the single-wing formation, we could do a pretty good job in holding the line-backers in place until the blockers gained blocking position by the use of spin plays. In the T we gain the same objective by fake-handing the ball off to one of the backs and actually handing it off to another. If the fullback is a real threat, the ball can be effectively faked to this back and actually handed off to a halfback on a counter play. If the fullback drives into the line with enough power and deception, the defensive line-backers will be shackled until they are screened off from the path of the ball-carrier.

We stress ball-handling every day. Backs who do a good job of faking make the blocking for the T formation very simple. It is true that blocking for the T need not be as sustained as in the single-wing formation. This statement, however, is true only if there is good faking. Good faking in the operation of the T is just as important as good blocking.

### Work Schedule

We at Rice Institute are on the football field a maximum of one hour and fortyfive minutes each day. Sometimes we are on the field only for an hour and thirty minutes. I find that our boys can work at full speed only for a period of this length. If the players are not working at full speed, they do not accomplish very much and form habits which are not conducive to good football. A player cannot execute fundamentals half-heart-

edly and under full speed without doing more harm than good. It is most important to map out a work program before going on the football field. Of course, it is important that a coach stress the fundamentals which need development most. However, when a program has been mapped out, a coach should follow it regardless of progress made that day. Then if there is something that has not been accomplished, this particular fundamental may be emphasized the next day.

We usually go on the field at 3:00 o'clock. Our players report promptly at that time and go immediately to their

special groups.

During the next fifteen minutes from 3:15 to 3:30 o'clock, we work hard on blocking for all three groups. Too much stress cannot be given to the correct stance from which to start. The blocks which are taught each group are governed by the type of blocks which are executed in the operations of the plays being used. The ends spend a great deal of time in learning to block the defensive tackle. The linemen spend some time executing a one-on-one block. They may then be given drill work on the two-on-one situation, then a three-on-two situation, or a five-on-three situation.

From 3:30 to 3:45 o'clock the different groups are given practice in tackling. Again we like to start by teaching position, the correct approach, and by doing form-tackling on a passive opponent. Our backs and ends are given instruction in high tackling. Our players tackle much higher in the open field than most teams. Each boy on our team makes from six to eight tackles every day. A tackler is absolutely of no value on the ground. We have found that by tackling high, a defensive man has a much better opportunity of recovering and getting back into play if the first attempt is missed. There are exceptions to the rule that all players should tackle high. If a small man is tackling a very large ball-carrier, it is better that he tackle from a low position and get him around his shoe strings. Offensive linemen in close line play must remain low and tackle from a low position. Generally speaking, we believe that it is better to tackle high in an open field.

In teaching form in tackling, we have our ball-carriers lay themselves open for the tackle. As soon as sufficient amount of drill work is given on form-tackling, we like to take our tacklers down to the corner of the field near the goal line and there have them drive into the ball-carrier, trying to prevent him from powering across the goal line.

From 3:45 to 4:10 o'clock we work on pass offense and defense. During this period the center and quarterback are given a great deal of practice in working together. Our men who protect in the pass defense are given special work in covering a receiver. Footwork is given

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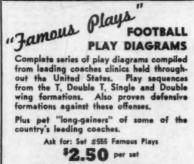
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special attention. The receivers are given work in getting loose in the secondary and evading defenders. During this period, the linemen are taught the proper technique in protecting the passer and rushing the passer. The last ten minutes of the period, the line, the backfield and ends are brought together and the team works as a unit.

The last fifteen minutes of the practice are usually spent in running signals. We like to line up twenty-five yards from the goal line and run our plays over the goal line. I think that we get a little more out of our boys this way than when we just have them run up and down the field.

As the season progresses, we may leave off our tackling practice.

### Building an Offense

After having given our players proper instructions and practice in executing fundamentals, we start building our offense. At this stage of the process we attempt to teach fundamentals and play situations at the same time. We start with the key defensive man on a certain play. We give the blocker on this key man practice in blocking him. We do not leave this fundamental until the end is doing a pretty good job of blocking the tackle. We now add the defensive left end. We attempt to run over the defensive end with our blocker. In order to make it easier for the blocker to execute his assignment we run both inside and outside the end until the blocker does a pretty good job of blocking him. Next we add the line-backer. At first the block is put on a passive line-backer. Then the linebacker is told to give passive resistance. Enough drill work should be spent on this assignment that perfect timing is acquired. Next the left defensive halfback is brought into play, then the left defensive guard, etc., until all eleven players are working against an eleven-man defensive team. A coach should continually stress ball-handling, timing, and faking if he expects to do a good job in employing the T formation. The best position for the coach to stand is behind the defensive line if he is to do a good job in observing the faking, ball-handling, and timing of his players.

### How to Block the Defensive End

In blocking the defensive end, we have our blocker go toward the spot which would be the most difficult for him to block the end. The most difficult spot on which to block the end is on the line of scrimmage. The right guard is often given the assignment of blocking the end out. If this is the assignment, the guard should pivot out of line and drive for the end with his right shoulder, if the end is on the line of scrimmage. If the end has penetrated across the line of scrimmage, a cross-body block should be employed.

On some plays we block the defensive end out with the on-side tackle. The scissors play is a method of blocking whereby the end is blocked out by the tackle and the offensive end is given the assignment of blocking the tackle in.

### Stance of the Backs

The ideal stance of the rear backs in the T formation is a two-point, with knees bent, hands on knees, head up, eyes straight ahead, feet parallel, and with the entire weight of the body balanced on the balls of the feet. From this position, a back can get a very fast start with speed, power, and drive in any direction, and he is in an ideal position from which to make head, body and shoulder fakes.

As I said, the two-point stance is the ideal one. We have found, however, that we drew so many penalties in our faking from this stance that we have adopted the regular three-point stance. It is my opinion that officials are less prone to call border line cases of man-in-motion from this stance than from the other. three-point stance is best adapted for quick forward-starting. I believe that the backs can get started forward at a greater speed from the three-point stance than they can when employing the two-point stance. There is, however, no question that the two-point stance will aid the back in getting off to a faster start laterally. Better faking can be made also from the two-point stance.

### Stance of Linemen

Our linemen assume a stance with their feet comfortably spread, which is usually about the width of their shoulders. Their right foot is slightly back of their left, and the toe of the right foot about even with the instep of the left foot. The head is up with a bull neck. The right hand is on the ground, and the back is almost parallel with the ground. From this stance the blocker can shoot his body straight at the defensive man simultaneously with a very fast step with the back foot. The back foot is the first one to be moved regardless of the side on which the blocker is to make contact.

### Small-Floor Defence

(Continued from page 46)

man with the ball. We use the term "vulnerable" to designate a player who may not advance the ball by dribbling, so our attack is more vigorous and aggressive on a vulnerable ball-handler. If a guard shows signs of nervousness or lack of confidence, we also exert more pressure to cause poor passing or fumbling. We spend a great deal of time practicing our approach to a man with the ball in an

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attempt to tie him up, steal the ball, make him retreat or cause him to throw a poor pass. If any one of these four objectives can be accomplished, then that particular defensive player can report "mission accomplished." We also attempt to force the aggressive offensive players to the outside, to keep them away from the basket and to keep our boys in a good position for a fast break when, and if, we take the ball. On the back-line positions, X4 and X5. I want good backboard men. They must be able to retrieve well and feed to the front line while moving. In these positions we sacrifice speed for the ability to take the ball off the boards.

Now let us move the ball as it will move when an offensive team is attacking. Diagram 2 shows the position of the defensive players when the point of attack is from the side of the court on the front line. The situation would be reversed if the ball were on the other side of the floor. Notice that X1 has gone out to meet the ballcarrier; X2 has shifted to his right and dropped into the "key hole"; X3 has shifted back and to the right; X4 has moved into the lane directly in front of the basket (The distance he shifts will be determined by the position in which the pivot man plays); X5 has moved out and to his right to cover the lower left-hand court. If there is no dangerous pivot man in the lane, X2 may regulate his position according to strength of the offensive position set-up. If the offensive pattern is three men out and two in, X2 may play for an interception on the front line. X3 must guard against a pass into the corner since X4 must leave his normal territory. X4 must be alert to prevent a quick pass to a man breaking in front of him in the "key hole."

Diagram 3 shows the ball moved into the left-court corner. In this situation, X5 must cover closely, his aggressiveness determined by whether the ball-carrier is vulnerable, prevent a shot, but more important, prevent the ball-carrier from getting him out of position or off the floor. X4 covers anyone under the basket and plays directly in front of a large man or to the side of a player his own size. The side on which he plays is determined by the offensive man's distance from the basket or his ability to shoot with his left hand. X1 drops back but remains wide enough to intercept a pass returning to mid-court; X2 covers the "key hole" to prevent a breaking guard from receiving a scoring pass there; X3 drops deep to the right side and covers the right-hand corner. In this way we always keep at least two men directly between the ball and the basket.

The reader may say that long, fast passes across the court would disturb the balance of this defense or permit set shots, but this is a small court on which we are playing, and passes that go over our players are also going over the opponents. Diagram 4 shows the point of attack being directed from the center of the floor. X2 will cover the ball-handler; X1 and X3 will flank him on either side, but a few feet behind, to prevent a clever dribbler from breaking through; X1 and X3 must be ready to shift to their respective sides if a pass-receiver is there, and X2 must ever be ready to back-pedal into the "keyhole" to prevent a break-through.

On any out-of-bounds situations inside the "key-hole," we use a zone whether that is our defense of the night or not. This is to prevent screens and pick-offs. We remain in the zone until we take the ball, or there is a held-ball situation.

This defense is not impregnable, but if the boys can execute the fundamentals of basketball well, and must play on a small court, then their chances of making the most from their opportunities can be derived from a good 3-2 defense.

In my discussion, I have attempted to show the advantages of a 3-2 zone defense on a small floor. I would not necessarily favor this type of defense on a large floor.

### **Ball-Handling**

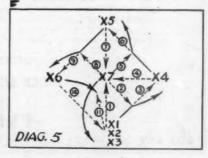
(Continued from page 49)

doing so, make errors of which the offense should take instant advantage. It is in this drill that we try to develop a rivalry between players in outsmarting one another

We have a drill, called "the baseball drill," which is a good one to use for short, fast passes. It is set up on the softball diamond on the gymnasium floor, as shown in Diagram 5. X1 passes to X7, the pitcher, who returns the pass to X1. X1 passes to X4 who passes to the pitcher and takes the return pass before passing to X5. Each player advances one base. The pitcher follows around the bases with short passes, or he may stay in the center, thus making for longer passes. The number and types of passes between bases may be varied.

Just as one must learn to walk before learning to run, a player must learn how to handle the ball first, then he must learn to handle it at all speeds and under all conditions. After this is done he will be able to do his part in executing complicated plays and formations. Then when these refuse to work as they will at times, he can fall back on a firm foundation and

not look too bad.





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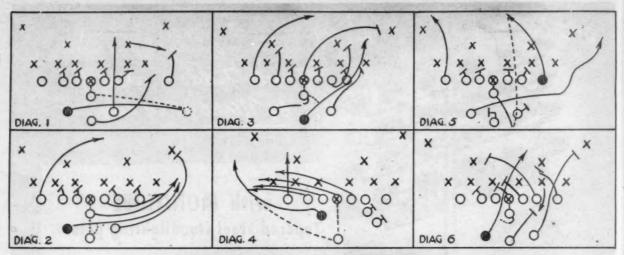
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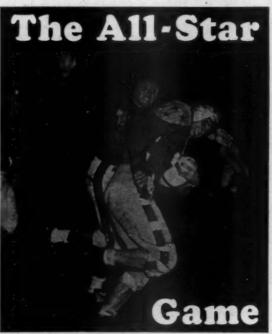
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#### **ALL-STARS**

The six plays above represent the most successful and most used plays of the All-Stars in their recent game with the Chicago Bears. Diagram 1 is the play in which Young was such a threat and for which the Bears set up a special defense (page 62). Young went in motion to his right and took a pass from the quarterback. Diagram 2, Trippi took the ball on a hand-off from the fullback for nineteen yards. In Diagram 3 the quarter hands the ball to Mello, the fullback, and then fakes giving it to the left half. Diagram 4 is a screen pass from punt formation. Ratterman faked a kick and passed to Young who raced 41-yards. Diagram 5 is the play with which the All-Stars scored their second touchdown. The quarterback faded and passed to Zilly behind the safety man. Diagram 6 is a trap play used repeatedly.



#### BEARS

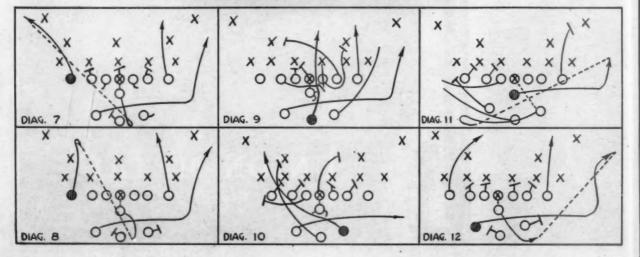
The Chicago Bears failed to put together a sustained drive and were held to thirty-five yards by rushing and eighty-one by passing. Diagram 7 is the play which made the longest gain for the Bears, a 27-yard pass from Luckman to Kavanaugh. Diagram 8 is another Luckman pass play to the left end who buttonhooks. Diagram 9 is a trap play used on several occasions by the Bears. Luckman fakes to the left half and hands off to the full-back. Notice variation from play shown on page 17. Diagram 10 shows the right half taking a hand-off from the quarterback and going inside end. Diagram 11 is a direct pass to the right half who follows his interference to the left, fades and passes to Luckman in the flat. Diagram 12 is another Luckman pass play with the pass going to the left half who was in motion.

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### Defense, All Star Game

The Bears used a 6-2-2-1 defense the majority of the time. The Bears used two special defenses against Young. When Young went in motion, the Bears' fullback covered him short and the halfback covered him deep. When Young and the right end went out, the Bears' defensive end moved over with the full back to cover. The Bears goal line defense was a 7-4.

### All-Season Football Drills

(Continued from page 34)

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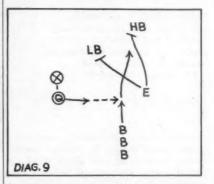
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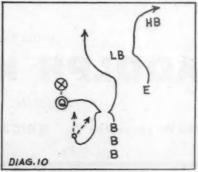
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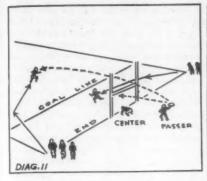
any coach can check on his downfield blocking and on the ball-handling and timing at the same time. By developing the left and right sides of the offensive at the same time through the use of drills 5 and 6 coaches can save time and better check on the fundamentals since it is necessary to watch only a few men at one time. Two coaches should be available if this drill is to be used. One coach may secure fair results if he will station himself between the two groups and have them alternate in running off plays.

Downfield blocking may be stressed by using the drill shown in Diagram 7. The defensive backs must remain in their positions until the ball is snapped by the center. The quarterback hands the ball to the halfback who must cut back across the yard line. The center places the ball on the yard line before passing it to the quarterback. A pass may be thrown occasionally to keep the defense alert. Any downfield blocking pattern may be used.





62



Different types of defensive set-ups may be used depending on what the coach desires. Drill 3 may be changed by adding a defensive halfback and an offensive end. The counter drill may be changed by adding two defensive halfbacks and two offensive ends.

In Diagram 9 the quarterback hands the ball to the halfback. The end may be used as a blocker on either the line-backer or the defensive halfback. In Diagram 10 the quarterback fakes the hand-off to the halfback, fades back and passes to either the end or halfback.

A good passing drill is shown in Diagram 11. The passer is about seven yards back of the goal line. The line on the right breaks across in front of the goal between the end line and the goal line. The passer is required to throw the ball under the crossbar. The line on the left breaks deep down the field. The passer is required to pass above the crossbar. He should alternate in passing to the two lines. The passer may be moved to the right or left or moved farther back.

### Combining the T with:

(Continued from page 24)

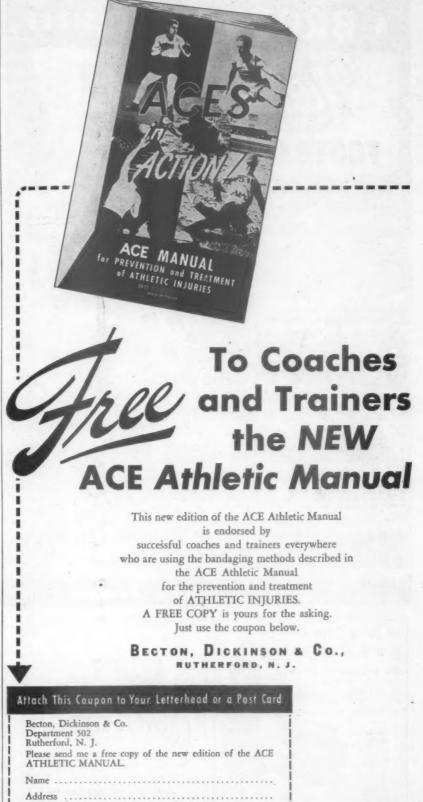
back pass. The ball is snapped through the quarterback's legs to the fullback. Diagram 24: Delayed fullback buck from box formation. Diagram 25: Trap on the guard by left halfback. Diagram 26: Fullback off-tackle to the weak side.

### The Single Wing

By George Ashworth Wiley High School, Terre Haute, Indiana

WE DO not use, strictly speaking, a combination offense. We will use this fall the single wing 80 per cent of the time and the T 20 per cent. We do not make any pre-shifts but come from the huddle into one formation or the other.

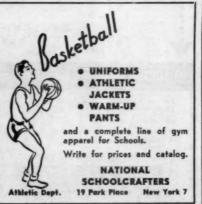
Diagram 27 is an inside-tackle slant from a single wing with the wing-back helping the end on short-gain situations Diagram 28 shows a fullback end run from the T with a left half in motion.



City...... State......







We were successful with the play shown in Diagram 29 against the hit-and-slide type of line play. The right half starts in as if to hit on the quick-opener, plants his outside foot and goes off tackle to the other side. We try to gain in unexpected situations with the sneak (Diagram 30) and we try to use it for long yardage rather than short-gain situations. Our center helps with either guard who happens to be extra tough or goes for the safety if the defensive guards are wide.

Diagram 31 is an off-tackle from the single wing. I think a combination of the T quick openers and single-wing power is what is needed against the type of line play now employed to stop the T.

### The Box

. By W. J. Bowerman Medford, Oregon, Senior High School

PERMIT me to dwell briefly on how we arrived at our variation of the T. I coached at Medford for seven years. prior to the war, and used the Notre Dame box almost exclusively. During my absence in the army, Al Simpson, presently at Southern Oregon College and a topnotch coach, coached here at Medford. He employed the T most successfully. When I took over I was faced with two problems of getting back into the box. 1. The boys had not used the box for three years. 2. The material did not seem to be quite up to a T, though the returning players had played only T. We experimented with formations and finally got a formation that we could use T plays, or box plays without going into a complete backfield shift. We believe that we have many of the good points of both forma-

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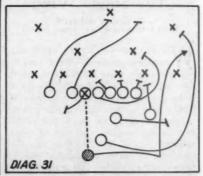
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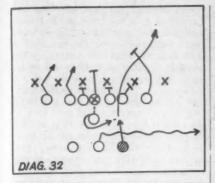
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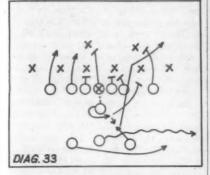
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Diagrams 32 and 33 show how a right halfback over-tackle play is run from the T and the box.

In Diagram 32, the quarterback spins and gives the ball to the right half. The left half fakes right. The fullback is in motion to the right. The right half takes the ball over his own tackle. In Diagram 33, the quarterback spins out and traps the tackle. The left half fakes right; the fullback is in motion to the right. The right half jab-steps to the left, gets the ball and goes over tackle. We have been







asked why we position the fullback as we do. There is no particular reason for this except that he was small for a fullback and moving him two yards closer to the line made him more of a threat through center. Our fullback was a good blocker, and, in addition, very fast and excellent at running reverses.

### Principles of Defensive Play in Six-Man Football

(Continued from page 38)

stantly a threat. From any part of the field, a well-executed play can bring a lightning score. But in order to remain a threat, a team must have the ball in its possession as much as possible. If it is consistently giving up the ball on the second or third down, it cannot win the game. It may embarrass its opponents; it may cause them to lose vast amounts of yardage on carefully placed quick kicks, but it cannot win.

My teams welcome an opposing quickkicker. The better he is, the more Trona is going to have possession of the ball. Besides, there is always the chance of blocked kicks; and, just one of these can be infinitely more damaging than a dozen long nunts.

On fourth down, where a punt seems obvious, the Trona line-backer will take up an orthodox tail position thirty yards in the rear, where he can run the ball back. But the rest of the time, he is up

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roaming behind that line, smashing into line drives after his center and ends have stripped the interference, intercepting quick jump-passes over the line, floating with long end runs and waiting for the blockers to cancel themselves out on his linemen so that he can make the tackle.

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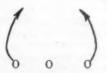
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Gentlemen, if you have a good, rugged, fast boy on your squad who can tackle "for keeps" (and most of you have at least one of these), put him right up back of your center on defense. Tell him to keep moving, to shift his position a yard or so on every play, to practice diagnosing opposing formations and shifts. You will find that he will be the most annoying, pestiferous scourge to the team with the ball that you can imagine. Blockers do not know what to do about him. He is never where he should be; he is screened by linemen who have to be taken out first. The offensive linemen cannot take him because he is right where he can spot every move they make.

How about pass defense with the 3-1-2. That is easy. The two deep backs must be coached to take the first men entering their zones. The line-backer watches for the short receiver who goes flat or just over the line. Playing in a central location, the line-backer is in a position to spot a delayed pass-receiver heading out short, and to cover him. There is only one absolute pre-requisite for the job; the man must be fast.

In short, the 3-1-2 furnishes the equivalent of a four-man line without weak-ening the pass defense unwarrantedly. Against a team which is used to having the opposing defenders in easily spotted positions for blocking purposes, it can be devastating.

There are other basic principles of defensive plays in addition to the formation which should be inculcated into the members of the team. For example, the linemen should always charge. The puspose of the line is to strip the ball-carrier of his interference and leave him unprotected. The ends should charge in an are, as shown below, forcing the ball-carrier



in toward the center and making groundgaining end sweeps more difficult. The center should take up a position before the ball is snapped to one side or other of the offensive center, and attempt to by-pass him on a fast charge. Such tactics on the part of a defensive line will effectively prevent an opposing backfield from getting "set" to pull any razzledazzle.

The backfield's job is much the same as in eleven-man football. Do not let any-

body get behind you. Do not get suckered out of your zone. Do not miss any tackles. These are the basic "don'ts" of the game, as far as the defending backs are concerned.

Man-to-man defense is impractical in six-man. It works all right until the man to whom a player is assigned turns out to be a blocker on some play and takes him down as he is playing tag with him. The zone defense is sounder in conception and easier to manipulate against various types of offensive play.

of offensive play.

The coming 1947 six-man season is going to be the best ever. Good teams all over the country will be playing "bang-up" ball. The game, however, will not be intrinsically sound until the defense becomes less of a stepchild and more the valued fifty per cent of a well-rounded system.

### Six-Man Football

(Continued from page 38)

in catching the pass. If the fullback is covered and the halfback gets the pass, the fullback blocks or may get in position for a lateral from the halfback.

Diagram 7, a center pass with a lateral succeeds against a 4-man line or a 3-1-2. The center cuts in front of his man to screen him out. A double lateral may be used if the fullback can pull into position.

In Diagram 8, the fullback cuts back or line-plunges between his own center and end. A pass to the end and center may be used from this formation. The fullback cannot be over the line of scrimmage on the pass.

From a single-wing to the left, Diagram 9, the fullback makes a flat pass to the halfback, first faking a line plunge to pull X3 and X1 defense men in, then passes to the halfback. This may be used against a 4-man line near goal.

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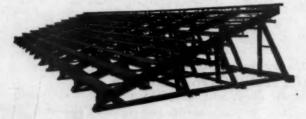
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ONTINUING its policy of presenting resumés of the latest books on physical education and athletics, the ATHLETIC JOURNAL here reviews the books published this summer.

Championship Football by Dana X. Bible, published by Prentice-Hall, Inc., 70 Fifth Ave., New York City. Two hundred sixty-one pages, price \$3.00, publication date September 20.

The author, Dana Bible, needs no introduction to the football-minded of the nation, having coached the sport for thirty-four years at such major institutions as L. S. U., Texas A. & M., University of Nebraska and the University of Texas. Now as he puts down the reins of football to devote full attention to his duties as athletic director of the Longhorns, he imparts the wisdom gained during this past third of a century in football coaching. Quoting from the foreword: "Thirty-four years of coaching are sufficient to convince one that no football author can point to his handiwork and say: 'Here is everything there is to know about football.' One also learns that there are different ways of accomplishing a desired end, and that rarely can a coach say with assurance: 'Mine is the best way!' Therefore, I have tried not to be dogmatic. The pages which follow contain a summary of methods and techniques used with some success over a long period of years. The attempt has been to present a way to play football, rather than THE way to play football."

This, Bible has done in discussing blocking, with all the variations, offensive line play, the running game, the passing game, the kicking game, individual defensive play, with a comprehensive discussion of the defensive responsibilities of each of the positions, defensive team play with a detailed report on the various defensive formations, drills, scouting, etc. The chapter headed, "Going Into Action," presents a most thorough analysis of the various systems, with a discussion of the system proper, an evaluation of each system, personnel required for each system, and the basic plays of each system.

Throughout this excellently prepared book we get the impression that "D. X." has lived up to his statement in the foreword and that he has written a digest rather than an elaboration.

Dana Bible has meant much to the American football scene and is to be thanked for passing on his gleanings to his fellow coaches. Prentice-Hall has done a real service to the students of football in making this book available.

Seal-O-San Basketball Coaches Digest published by the Huntington Laboratories. Sixty-two pages, 354 diagrams and pictures. Free by writing Huntington Laboratories, Inc., Huntington, Indiana.

Again Huntington has done a marvelous job in compiling a digest of the best in last year's basketball writings. Under four divisions, Fundamentals, Defense, Offense and Coaches Clinic, some of the nation's foremost coaches have presented their thinking.

Thousands of coaches have in the past received the annual "Digest" and will want the new one. A penny postcard will send this valuable book free.

Golf Lessons prepared by the National Golf Foundation. Size  $8\frac{1}{2}$  by  $5\frac{1}{2}$  inches, thirty-two pages. Price 25 cents each. Quantity prices 5 to 24, 11 cents each; 25 to 49, 10 cents each; 50 to 99, 9 cents each and 100 or more, 8 cents each.

The finest golf material available for individual or mass golf instruction, this booklet is prepared, and distributed at cost, by the National Golf Foundation, a non-profit organization devoted to the interests of golf.

Various professionals collaborated on the material which is divided into fourteen lessons as follows: Design and Purpose of the Clubs; The Grip, The Grip Continued; Stance, Variation of Stance; The Backswing; Top of Swing, Top of Swing Continued; Downswing and Follow-Through; Forming Good Golf Habits; The Putt; The Slice and the Hook; Common Errors in Golf and The Rules of Golf. In addition, there are presented simple exercises for muscle co-ordination. John Smith, beginner, plays an imaginary hole, Golf Etiquette and Golf Terms.

The reading is kept to a minimum with line drawings forming the basis of explanation. The book is designed so that the beginner may compare his form to that generally agreed to be the best.

Carl Nordly, professor of physical education at the University of Minnesota, who ordered 1000 books for physical education classes summed the book up this way. "The book is a valuable teaching aid, and one which should be in the hands of every physical education teacher."

If you include golf or are contemplating adding golf to your program, by all means obtain a copy of this book.

Massage in Athletics by Albert J. Baumgartner, published by Burgess Publishing Company, Minneapolis, Minnesota, spiral binding, 101 pages, price \$2.25.

Albert Baumgartner is assistant professor of physical education and coach of gymnastics at the University of Iowa. We like the way Baumgartner has chosen one subject and devoted his writings to it. He does not, for example, attempt to describe cures for athlete's foot, but sticks right to his chosen subject and what a thorough job he does. A good number of books have been written on massage, but none upon massage in athletics, for as Baumgartner says: "Massage in athletics is essentially

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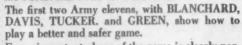


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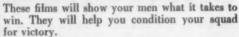


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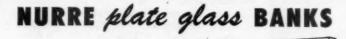
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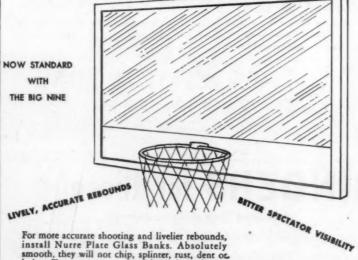






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The book deals minutely with the discussion of the various handgrasps and explains both verbally and by diagrams the form of motion of each.

For the coaches who must also do the training, this book should be a must.

Physical Fitness Workbook by Thomas K. Cureton, Ph.D., published by the C. V. Mosby Company, St. Louis, Missouri. One hundred fifty pages, spiral binding, price \$2.50 is a second revised edition of the book published in 1942.

The first edition was written as a textbook for classes in basic physical fitness at the University of Illinois. Two printings of the first edition have been exhausted, due to the heavy demand in the schools and colleges who have set up similar physical fitness courses.

The second edition includes numerous illustrations and more complete descriptions of the exercises and conditioning exercises. In addition, this book has been arranged so as to separate the theory from the practical, thereby serving both as a textbook for courses in physical education, and as a manual for individuals who are interestd in self-testing exercises and conditioning routines.

This is truly one of the best on physical fitness and the clarity and thought in compilation make it exceedingly more valuable than the first edition.

School Health and Health Education by C. E. Turner, published by C. V. Mosby Company, St. Louis. Four hundred fiftyseven pages, price \$3.50.

Dr. Turner has held an enviable position in the American school health program, having been professor of health education in numerous universities and colleges. At present he holds the chair of visiting professor of health education, University of California. He is ably assisted in an editorial capacity by Dr. C. Mosley Sellery, former president of the American School Health Association.

The book was prepared for teachers and school health personnel. It presents the educational aspects of the school health program and illustrates the activities of physicians, nurses, dentists, dental hygienists, physical education instructors. Miss Elizabeth McHose of the department of physical education of the Senior High School, Reading, Pennsylvania, collaborated on the chapter on physical education and did an admirable job in presenting the duties of physical education in the school health picture.

All school administrators interested in the school health program will want to add this excellent presentation to their

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With scientific research playing an ever-increasingly important role in the development of athletes, this new second Edition should be more than welcome to coaches and students.

Based on the judgment of many teachers of track and field athletics, the material in the book has been rearranged so as to offer an improved sequence. A discussion of the straddle form has been added to the chapter on the running high jump. New topics have been in-cluded which deal with preparations for a track and field meet, track and field construction, and the responsibilities of the various officials.

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by THOMAS KIRK CURETON, Jr., M.A., M.P.E., PH.D. Professor of Physical Education and Director of the Physical Fitness Research Laboratory of the University of Illinois. With collaborators.

The motive behind this book is basically the belief that the Health and Physical Education Field needs a professional textbook on physical fitness, in view of the great interest created in this area of positive health work during recent years.

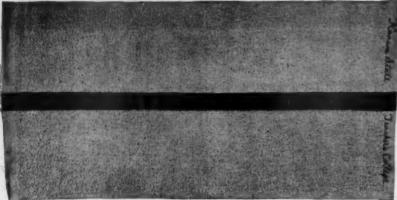
Dr. Cureton and his associates have measured the physical fitness of thousands of normal young men and women on the Urbana Campus of the University of Illinois and have demonstrated differences in scoring, undoubtedly, interpretable in terms of health levels. This book is the record of these experiments. It is offered with the hope that it will be used by other colleges to make similar appraisals of their students—and that it will help to standardize the methodology of such work.

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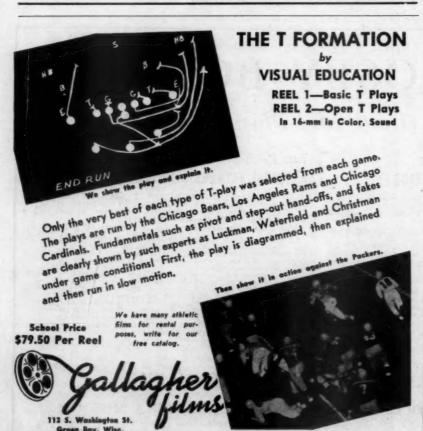
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### New Football Films

TN THE June issue we ran a rather-lengthy review of football films in which forty-nine films were discussed. In this issue the two newest films are re-

"Football by the Code," one reel, black and white, produced by Official Sport Films, is distributed through the various state high school athletic associations. The film, like its predecessor, "Football Up-to-Date" is sponsored by General Mills and Wilson Sporting Goods Company.

The new rules are clearly shown, with a view to presenting the rules to the student body as well as to the squad. The many intricacies of the rules are illustrated and those viewing the film are often called upon to make the decision as to whether or not an infraction occurred, and if so, where and what the penalty should be.

A great film on a difficult subject, well handled by experts in the field.

The T Formation, 16-mm color and sound film produced in two reels by Gallagher Films, 113 South Washington Street, Green Bay, Wisconsin. Price to schools \$79.50 per reel.

Gallagher Films has for a number of years filmed all the Green Bay Packer games. Their skill with the camera has placed them in a foremost spot among the profession filming football games. The secret lies in the use of three cameras, one on the field and two from the press box. One of the press box cameras uses a telescopic lens focused on the ball player while the other uses the wider view lens bringing into play all the offense and defense. By a unique science the work of all three are smoothly interwoven without detracting from the action, yet adding much in clarity. These pictures are culled from the Los Angeles Rams-Chicago Bear and Chicago Cardinal play against the Packers. All duplicate plays are eliminated and are so edited that they are run in series.

Reel 1 is entitled "Basic T Plays" and presents the basic ground attack with special emphasis on the ball-handling wizardry of Luckman, Waterman and Christman. The second reel is entitled "Open T Plays" with special emphasis upon the vaunted passing attack of these three teams as well as the trickies. We would like to stress again that every play is an actual game shot and run against one of the better defensive teams in the National League.

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We like especially the manner in which these films have been handled. The play is diagrammed and held while the commentator describes the play. As the play proceeds the commentator is silent to permit the film to be run at slow motion without a distracting dragging voice, and

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also to permit coaches to describe to their players the specific assignments.

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### The Double Wing

(Continued from page 10)

the "A" formation, the fullback either gives the ball to the left wing or fakes to him, and keeps the ball or hands off to the right wing. The second cycle involves the fullback either faking to the right wing or giving the ball to him. The third cycle is based on straight tandem bucks, and features lateral passes around the ends.

The basic play in the series is shown in Diagram 1, the long-side reverse, inside of end. When the defensive end crashes, the play shown in Diagram 2 is used. On plays between the tackles, three types of blocking are used, namely (1) trap-blocking (2) cross-blocking and (3) straight blocking. In the latter type of blocking, the principle of double-teaming is used effectively. We make an effort either to double-team, cross-block or trap-block the two men at the core of the play. These styles of blocking may be adapted to any method of defensive line play. Diagrams 6, 7, 8 and 9 illustrate these three types of blocking on plays that go through inside the defensive right tackle.

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The success of these plays depends upon good deception on the part of the full-back and wing-backs. They must all be good actors and fakers. Good ball-handling is absolutely essential. It is evident that intelligent, sustained blocking is vital to the efficiency of these plays.

This cycle of plays is as well adapted to the single wing as it is to the double. In the single wing the fullback will either fake to the tail-back or hand off to him. With minor changes in assignments, these plays may all be used from the single wing. From the single-wing, the play shown in Diagram 6, is better used outside tackle. It may also be modified to go around the end.

With slight modifications the cycles of plays used from the "A" formation may be run from both the "B" and "C" formations. The plays diagrammed from the "B" formation are all plays involving the tail-back. These plays are of such a nature that they may be easily adapted to the single wing. The "B" is a very good passing formation. On plays 16, 17, and 18 the tail-back fakes a pass. He may also fake a pass in the other plays.

Most coaches have their own ideas of forward passing and have developed favorite passes in which they have much confidence. These passes may be adapted to the double wing, and in many cases improved by it. The double wing presents an ideal passing set-up, for it permits four receivers to break fast downfield for passes. With the fullback handling the ball, reverse, spin, and jump passes may be developed. These types of passes fit in nicely with the cycles of running plays.

Plays 2 and 14 afford splendid opportunities for running passes. The pass plays diagrammed are meant merely to be suggestions of what may be done from the double wing.

In the plays shown in Diagram 19, a spin pass and Diagram 20, a jump pass, downfield blocks are made after the pass is caught.

Diagram 21 is a reverse pass. Diagram 23 is a 4-man hook pass.

### Trends in Defense Against the T

(Continued from page 16)

and the other two line-backers protect their territory and react to the play. A man-in-motion is covered by the half-back on that side, the safety man and other halfback revolving.

The balanced six-man line was not used much last year as a normal defense against the T as had been the case in past years. A one-way overshift, as shown in Diagram 6, that is, each lineman covering one hole only, became popular with some coaches.

This defense may be used both ways. The right end covers wide. The tackle protects the territory through the end. The right guard protects to his outside. The left guard charges slightly to his left and the center plugs the hole between the two guards. The left tackle and left end smash to the inside protecting inside holes, and the fullback covers wide on his side.

There have been other successful versions of the five-, seven- and even eightman lines. This fall should see even more variations of defensive set-ups with much more emphasis on slanting linemen and jamming line-backers. It looks like a busy fall for the men who devise the blocking assignments for the T formation.

## The History of the Olympic Games

(Continued from page 6)

anniversary of the event of '96), in 1908 in London, in 1912 in Stockholm, in 1920 in Antwerp, in 1924 in Paris, in 1928 in Amsterdam, in 1932 in Los Angeles, and in 1936 in Berlin.

The games of 1916 were originally scheduled for Berlin but were cancelled by war. In 1940 the games were awarded



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THE ATHLETIC JOURNAL 6858 Glenwood Avenue, Chicago 26, Ill. to Tokyo and later to Helsinki, and then were abandoned completely because of war, and no attempt to schedule them in 1944 was made. Already the international committee has voted the games of 1952 for Helsinki.

Whereas the initial Olympics of 1896 consisted only of track and field athletics. those of later Olympiads have become enlarged whereby competition in a number of sports is now conducted. The more outstanding events are swimming, crew, boxing, wrestling, fencing, gymnastics, cycling, water polo, weight-lifting, firearms marksmanship, equestrian sports as well as exhibition contests in native and foreign games. As was developed by the Greeks of ancient days, exhibitions are held in art, sculpture, and literature as part of the Olympian festival.

There have been two other distinct variations in the modern Olympiads from the days of ancient Geece. One has been the holding of the winter games, originated in 1924, while the second is the participation of women. The ancient Olympics were confined entirely to the male population, at one time the Greeks were not even permitting women to witness the competition. Today, women compete in the Olympics in track and field, swimming and

In the annals of the modern Olympic games there are three names which stand out.

The first is that of Jim Thorpe, the former Carlisle Indian athlete. In the 1912 games in Stockholm, Thorpe won both the pentathlon and decathlon to establish himself as one of the greatest of all-around athletes. Although his name was later expunged from the records because of a professional baseball connection prior to those games, the memories of his achievements are still fresh.

Then there is the one and only Paavo Nurmi, the greatest of distance runners. In 1924 the Flying Finn won both the 1500- and 5000-meter runs and the 10,-000-meter cross-country race—a most phenomenal triple! In 1920 he had won the 10,000-meter run and the cross-country race of the same distance, and in 1928 he also won the 10,000-meter run.

The most recent multi-Olympic champion was Jesse Owens, the lithe Negro from Ohio State. Owens won in the 1936 games at Berlin the 100- and 200-meter dashes and the running broad jump to capture dominant individual honors.

And now another Olympian chapter is soon to be written.

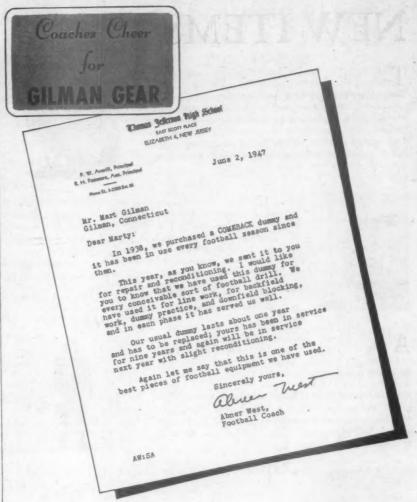
No other international athletic event carries the tradition and universal glory of the Olympic games. Our nation has always supported the games with full participation and vigorous competition. This spirit of Olympianism cannot help making the games in London next year a full success in the eyes of all those who love and encourage amateur sport.

### from here and there

(Continued from page 4)

equipment. Kenneth Meyer, assistant football coach, is arranging the course. . . . C. H. Bliss leaves the prep ranks at McGuffey School, Oxford, Ohio, for collegiate ranks at State Teachers College, Valley City, North Dakota. Bliss will serve as athletic director and head football coach.

VAN W. DAVIS, the new assistant commissioner for the Ohio High School Athletic Association, has spent twentyseven years in the school field as coach and principal and has officiated over 200 football games and 1,000 basketball games. . . . Bernie Masterson was named to replace Lynn Waldorf on the coaching staff of the Blue team for the annual Blue and Gray game. . . . Bobby Dodd, Georgia Tech and Cotton Bowl star in 1942, is the new Voit Rubber Corporation representative in the Southeast. . . . East Tech of Cleveland holds four national interscholastic track records and six state records. . William Johnson, assistant basketball coach and head tennis coach at Indiana becomes the new basketball coach at Wabash College. . . . George Dukie of New York City has been appointed to succeed Walter L. Scott as secretary of the Federal Inter Agency Committee on Recreation. Scott returns to Long Beach, California, where he has made such a name for himself in recreational fields. . . . Beloit College is fast becoming one of the tournament teams of the country. A participant in last year's National Collegiate tournament in Kansas City, Beloit will compete in its own eight-team tournament as well as a four-team invitational tournament in Kansas City. Beloit is readying a new \$200,000 field house for its tournament. . . . Drake, which last year started the Corn Bowl invitational tournament with four teams, will expand it this year to eight teams. . . . From time to time this column has presented outstanding coaching records, but for the record of records we nominate the wrestling teams of Oklahoma A. & M. In twenty-seven seasons of the sport, the Aggies have won 162 dual matches, lost five and tied four. Have had twenty-three undefeated seasons, scored seventy consecutive dual-meet victories from 1921-1932, and at present are on another spree of fifty-one straight wins. There have been seventeen N. C. A. A. wrestling championships, fourteen of which the Aggies copped. They also have had forty-eight N. S. A. A. champions. All this has been under two coaches. From 1916 until his death in 1940, Ed Gallagher handled the strong boys, and since then, Art Griffith. Griffith spent seventeen years in high school ranks, winning 95 matches and losing 6. He never competed in wres-



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EDDIE ADAMS, director of athletics at Fournier Institute of Technology, 127th and Archer, Lemont, Illinois, has invented a really interesting and useful apparatus for boxing and physical education. A punching bag is suspended on the cross arm, with the connections safely padded with sponge rubber. The arm makes a revolution in approximately a second. The advantage is that practice is afforded in hitting a moving target. Other useful drills such as ducking, bobbing and weaving may be practiced. The arm height is adjustable.

A NEW side-line parka for football players has just been introduced by the American Pad and Textile Company of Greenfield, Ohio. The parka has a heavy duck outer shell with flannelette lining and either snap fasteners or shoe buckle closures down the front. It is a knee-length coat with attached hood and is manufactured in red, blue, green or khaki in either small or large sizes. Also available in a full length parka with all wool blanket lining. Literature and prices upon request from the manufacturer.





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THE score is tied, seconds remain, the gym is a bedlam of shrieking fans, a basket is made but does it count. It's hard to tell with some automatic horns, but not the new Fair Play horn, for this horn is designed to be heard above the cheering of the noisiest crowd. It's standard equipment on the new 1948 Fair Play Scoreboard, and may be purchased separately to replace unsatisfactory horns on any make scoreboard. The Fair Play Manufacturing Company, West Des Moiner, Iowa.





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tling in school, but had the distinction of coaching an Oklahoma high school team before entering college. He was the first student to be graduated in Oklahoma with a degree of bachelor of science in physical education.

JOHN A. GRAYSON, Central High School, Muskogee, Oklahoma, moves this fall to Senior High School, Springfield, Missouri. His team won last year's Oklahoma basketball championship. . . . Iowa is not often thought of as being a great state for swimming, but such is not the case. Six of the ten national interscholastic swimming records are held by Iowa schools, and four of these by Roosevelt of Des Moines, with two by Boone High School. Two records are held by Hartford, Connecticut, one by Arthur Hill High School of Saginaw, Michigan, and one by Roosevelt of Chicago. . . . Johnny Dee, former Notre Dame quarterback and more recently from the pro ranks, will take over as coach of Central Catholic High School in Fort Wayne, Indiana. . . . The University of Wyoming will stage its second Intercollegiate and Interscholastic Cross Country Races on October 17. Glenn S. Hubbard, whose Central High School, Grand Forks, North Dakota, basketball team won the state championship the last two years is continuing the swing of high school coaches to college positions. Hubbard goes to Linfield College, Mc-Minnville, Oregon, as head coach of basketball and track, assistant professor in physical education and backfield coach to Wayne Harn.

ti

L ESS than a quarter of a century ago no state high school athletic association had its secretary employed on a fulltime basis. This year, Colorado, Massachusetts, New Jersey, Oregon, Utah and Kentucky established full-time secretaries to bring the number of states employing such to twenty-seven. Furthermore, eight states have expanded their duties and have added assistant secretaries. . . . Carleton Crowell, former Big Ten record holder in the 440 has been named to succeed Walter Mehl as track coach at Tennessee. . . Otis Coffey, who does such a grand job of collecting the notes of the Texas and Oklahoma Coaching Schools each year, leaves Pampa, Texas, High School for Douglas, Arizona, High School ... Marvin "Preacher" Franklin, Temple end coach, replaces Ivan Williamson as end coach of Howie Odell's staff. Franklin, who was a navy captain during the war, was a former Vanderbilt football captain. . . . Bill Carmichael of Bryan, Texas, High School, has just been named athletic director at Texas A. & M. College. We have been associated with Bill for fourteen years through our connection with the Texas Coaches Association of which he has been secretary. The promotion couldn't have happened to a nicer guy.

### **Our New Subscription Rate**

FOR twenty-three years the Athletic Journal has maintained the same subscription price and with this issue increases the rates as listed on the contents page. The move, although new to the ATHLETIC JOURNAL, follows the general trend among newspapers and magazines. All of the general magazines and newspapers have similarly increased their subscription prices.

These subscription-price increases have been made necessary by the sharp increases in labor and materials used in the printing industry. In round figures engraving costs have risen two-and-a-half times from pre-war standards; printing costs, forty per cent; and the price of paper stock has doubled.

We were faced with the alternatives of reducing the quality of paper and the finished product or increasing the subscription rate. Because so many schools bind their Journals, we have always used a specially treated stock that does not turn yellow with age. We did not feel that it was fair to use a cheaper paper that would deteriorate. Nor did we feel that our subscribers would want us to lessen the amount of material each month or present it without the numerous illustrations and diagrams to which they have become accustomed.

### National Junior College Athletic Association

PRIOR to the war the junior colleges of the country made revidential try made rapid strides in forming an organization by which their members could compete in national competition. There had been no basis up until then where such competition could be held, as their students were not eligible for N.C.A.A. competition.

Last May a number of representatives from junior colleges met at Phoenix College and formulated the plans which had been so long in the planning stage. The country has been divided into regions similar to the arrangement employed by the N.C.A.A. There is to be a national basketball tournament with sectionals and regionals leading up to the championship play. A national golf and tennis tournament is to be held in May at Wentworth Military Academy. Wentworth will also conduct a national Junior College Athletic Association coaching school next summer. A national junior college track meet will be held the second week in May.

At the meeting, official procedures were drawn up, an official ball was chosen for the basketball tournaments, officers were elected and the ATHLETIC JOURNAL was designated as the official publication of the association.

The ATHLETIC JOURNAL is appreciative of the honor and is happy to be able to serve the several hundred junior colleges. There are some fine athletic programs and coaches among junior college ranks and these programs and techniques of the coaches will be made available to our 16,000 subscribers through this medium.

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